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ABSTRACT

This two-volume curriculum guide, designed to meet the functional reading needs of Maryland's 182,000 public school students in grades one through twelve, contains objectives, activities, and materials for classroom use. The guide, part of a reading program started in 1972 and described in "Effective Reading Programs...," is used by teachers in the Maryland reading program, the prime objective of which is to ensure that all students can meet the functional reading demands of society. Some of the practical reading activities covered include reading the listings in "TV Guide," filing federal income tax form, reading a city map and locating places and streets, acquiring social information from the newspaper, filling out an application for a United States Savings Bond, balancing a checking account, and subscribing to a magazine. The major goals of the reading program as they are presented in this curriculum guide are to develop skill in following directions, locating references, gaining information from various sources, and understanding forms. Emphasis is also placed on attaining personal development through reading. (RB)

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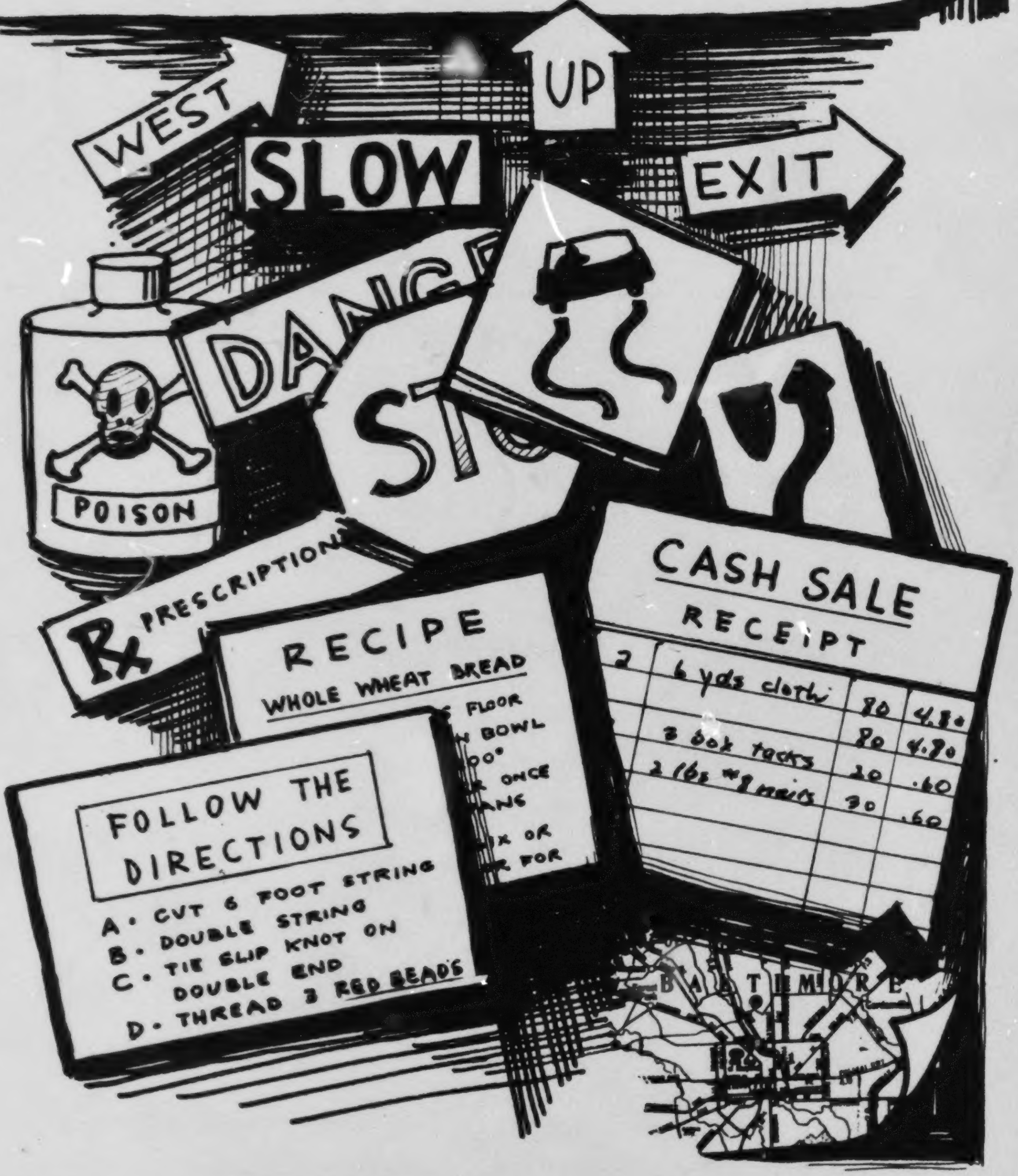
# FUNCTIONAL READING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FOR
CASH SALE
RECEIPT
2 6 yds cloth 80 4.80
80 4.80
3 box tacks 20 .60
2 lbs #9 nails 30 .60
FOLLOW THE DIRECTIONS
A. CUT 6 FOOT STRING
B. DOUBLE STRING
C. TIE SLIP KNOT ON DOUBLE END
D. THREAD 3 RED BEADS
BALTIMORE

CS 001 967

VOLUME 1

1975
MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION

ED108177

# FUNCTIONAL READING RESOURCE MANUAL
# FOR
# TEACHERS

## VOLUME I

Following Directions

Locating References

Attaining Personal Development

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# INTRODUCTION

A "Revolution in Reading" does not look to gimmicks, to sophisticated machines, or to tricking a student into knowledge. It is a revolution that aims at stimulating the range of a student's natural curiosity--making available a variety of materials, not simply textbooks but "real" print and non-print media--and thereby preparing him to meet the reading demands for functioning and surviving in society.

The Maryland State Department of Education developed a functional reading program which ensures all students will acquire the skills necessary for survival in our society. This program should be an integral part of the ongoing reading program in each school.

The success of this program will depend upon a continuous program that begins in the kindergarten and elementary grades and continues through high school. Such a program contains practice in five goal areas:

* Following directions on various levels.
* Locating references in various fields.
* Developing personal interest through reading.
* Applying information for school, vocation, society, and home.
* Understanding forms for reporting personal information.

This resource manual (Volumes I, II) contains a sampling of activities, games, and ideas to help the teachers of the State better understand the competencies in the area of functional reading. These activities are designed not as a means to an end but as a beginning. They are not identified by grade or reading level but should be adapted to the needs of the students. An individual teacher's interest, creativity, and understanding of the reading level of students will enable him to expand the activities presented to students.

The activities, games, and ideas presented in this resource book were compiled from three sources: the reports sent in from school in the 1973-74 pilot program, demonstrations at the 1974 summer workshop, and materials written by the curriculum writers:

1. Pilot Schools That Contributed Materials

Region I

Allegany County: West Side Elementary School
Washington Junior High
Flintstone Senior High

Carroll County: Manchester Elementary School
Taneytown Middle School
Francis Scott Key Senior High

Frederick County: Urbana Elementary School
Brunswick Junior High
Catoctin High

Garrett County: Accident Elementary School
Northern Garrett County Senior High

Howard County: Ellicott City Elementary School
Glenwood Middle School
Glenelg Senior High

Montgomery County: Burtonsville Elementary School
Farquhar Middle School
Paint Branch Senior

Washington County: Greenbrier Elementary School
Williamsport Middle School
Williamsport Senior High

### Region II

Calvert County: Huntingtown Elementary School

Charles County: Gale-Baisley Elementary School
Matthew Henson Junior High
Lackey Senior High

Prince George's County: Bladensburg Elementary School
Bladensburg Junior High
Bladensburg Senior High

St. Mary's County: Dynard Elementary School
Park Hall Elementary
Margaret Brent Middle School
Chopticon Senior High

### Region III

Anne Arundel County: *Read All About Functional Reading*

Baltimore County: Fullerton Elementary School
Deep Creek Junior High
Eastern-Vocational-Technical Senior High

Harford County: Havre de Grace Elementary School
Havre de Grace Junior High
Havre de Grace Senior High

Region IV

Cecil County: Chesapeake City Elementary School
Bohemia Manor Junior-Senior High

Kent County: Millington Elementary School
Galena Junior High

Somerset County: Greenwood Elementary School
Woodson Junior High
Crisfield Senior High

Talbot County: White Marsh Elementary School

Wicomico County: Bennett Junior High
James M. Bennett Senior High

Worcester County: Buckingham Elementary School
Pocomoke Middle School
Stephen Decatur Senior High

2. Demonstration Teachers and Resource Teachers in Summer Workshop

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Nancy C. Edwards

## FUNCTIONAL READING COMPONENT OF A TOTAL READING PROGRAM

### A. Characteristics

A functional reading program has the following characteristics:

1. It identifies the essential survival reading behaviors to be achieved, such as the ability to read road signs, to follow directions on a payphone, to fill out a form for a motel room, or to read ads in the mail.

2. It identifies levels at which the essential survival reading behaviors are learned, reinforced, and observed, such as the mastery of reading streets signs by age 12, their introduction at age 6, and a reinforcement of this skill between ages 6 and 12.

3. It accounts for the individual differences by the timing, pacing, and differentiating of tasks, such as the ability of all 12-year-olds to follow an emergency direction in case of fire and the further ability of many other 12-year-olds to go beyond this in reading "build-it yourself" model directions.

4. It directs all students toward reading mastery at the basic level, proceeding as quickly as possible toward independent lifetime usage.

5. It involves all students, staff members, parents, and community in the mastery of functional reading in order to survive in society.

### B. Identifying Essential Achievements

Five goal areas with examples in each were identified and agreed upon by the citizens of Maryland:

1. Following Directions
   Can he understand directions given in sequential order, caution on labels, and other warnings? Can he find a location?

2. Locating References
   Can he locate references within a single resource, a multi-volume resource, a multi-resource center?

3. Attaining Personal Development
   Is his personal development geared to gain personal satisfaction, to acquire additional knowledge for himself, or the entertainment of self and others?

4. Gaining Information
   Can he use information needed in his school, vocation, society, and home?

5. Understanding Forms
   Can he interpret forms for reporting personal information and financial agreements?

## C. Essential Behavior Components

The Maryland State Department of Education identified the "what" and "when" components for each of the five reading goal areas with concomitant nastery age expectancies. Each local educational agency is expected to implement these goals into its reading program. Each agency is responsible for teaching prior to the mastery age expectancy these surival performances. But local agencies are allowed to decide the introduction age and reinforcement time.

### Mastery for the 12-Year-Old

It is recommended that the following goal performances be introduced at the earliest, most beneficial level for the student, then maintained and strengthened at subsequent levels until mastery is achieved at the ages indicated. It is imperative that students with special needs continue toward mastery of the basic functional performances.

All of the performances may be introduced as part of the total school program and in a natural reading setting. Thus, each school system has the right to implement this component according to its school population, organization, and needs.

Age indicates mastery expected. No age level is listed for attaining the Personal Development goals because this area is a continuous one and is never completely mastered.

### Functional Goals for 12-Year-Old

| Goals | Sub-goals | Examples | Age | Suggested Sources |
|---|---|---|---|---|
| Following Directions | Following a Basic Direction | 1. General directions | 12 | Lists, such as Wilson, EDL Core Vocabulary (Grades 1-6) |
| | | 2. Road Signs | 12 | |
| | | 3. Building Signs | 12 | |
| | | 4. Textbooks | 12 | |
| | Following Sequential | 1. Emergencies (fire) | 12 | Chalkboard, learning stations, Monopoly |
| | | 2. Teacher directions and company directions for assignments | 12 | |

| Goals | Sub-goals | Examples | Age | Suggested Sources |
|---|---|---|---|---|
| | | 3. Games | 12 | |
| | | 4. Do-it-yourself kits | 12 | |
| | | 5. Child care | 12 | |
| | | 6. First aid | 12 | Scout Manuals |
| | | 7. Telephone usage | 12 | Pay telephone |
| | Following directions on caution signs, labels, and other warnings | 1. Survival signs (poison, high voltage) | 12 | Grocery Products |
| | | 2. Medicine | 12 | Medicines |
| | | 3. Food labels | 12 | |
| | Following directions about a location | 1. Local community (own street) | 12 | Street signs (subway, air)<br>Bus and work |
| | | 2. Work schedule for daily routine | 12 | |
| | | 3. Maps (local, state, and nation) | 12 | |
| Locating References | Locating a single resource | 1. Use of the Table of Contents | 12 | |
| | | 2. Headings | 12 | |
| | | 3. Subheadings on titles | 12 | |
| | | 4. Index | 12 | |
| | | 5. Glossary | 12 | |
| | | 6. Footnotes | 12 | |
| | | 7. Bibliographies | 12 | |
| | | 8. Appendices | 12 | |
| | | 9. Copyright | 12 | |
| | | 10. Preface | 12 | |
| | | 11. Almanac | 12 | |
| | | 12. Catalog | 12 | |
| | | 13. Textbook | 12 | |
| | | 14. Travel book | 12 | |
| | | 15. T.V. guide | 12 | |
| | Locating a multi-volume resource | 1. Telephone book | 12 | |
| | | 2. Encyclopedia | 12 | |
| | Locating a multi-resource center | 1. Library card catalog | 12 | |
| | | 2. Reference materials | 12 | |

| Goals | Sub-goals | Examples | Age | Suggested Sources |
|---|---|---|---|---|
| Attaining Personal Development | Attaining personal development through satisfaction | 1. Choice of alternatives | | All teachers |
| | | 2. Knowledge of selected material | | |
| | | 3. Time spent | | |
| | | 4. Share activities | | |
| | | 5. Self concept re: reading | | |
| | Entertainment | 1. Reading to others | | |
| | | 2. Reading to oneself | | |
| | The use of other areas of personal growth | 1. Hobbies | | |
| | | 2. Self goals | | |
| Gaining Information | Gaining information for school | 1. Basic prescribed list | 12 | Appropriate textbooks |
| | | 2. Assignments | 12 | |
| | Gaining information for society | 1. Public announcements | 12 | Bulletins on TV |
| | | 2. Emergency | 12 | |
| | | 3. Newspaper materials | 12 | |
| | Gaining information for home | 1. Newspaper materials | 12 | |
| Understanding Forms | Understanding forms for personal information | 1. School (name, address, phone number) | 12 | |
| | | 2. Others (place of birth, father's name, mother's maiden name, parents occupation, number of brothers and sisters) | 12 | |
| | Understanding forms for financial agreements | 1. Sales slip (amount) | 12 | |
| | | 2. Cash register slip | 12 | |

## Mastery for the 15-Year-Old and 18-Year-Old

The following performances may be achieved through the reading program, the subject matter, an interdisciplinary approach, or any other feasible means of implementation.

Two administrative approaches are suggested. First, units including these survival needs should be a part of the social studies curriculum. A team of teachers should help with the mastery of this performance. Second, content teachers should be assigned the performances related to their field. The suggested disciplines are listed.

Age indicates the mastery expected. No age level is listed for the Attaining Personal Development category because this area is continuous and never mastered.

## Functional Goals for 15-Year-Old and 18-Year-Old

| Goals | Sub-goals | Examples | Age | Suggested Disciplines |
|---|---|---|---|---|
| Following Directions | Following directions | 1. Core list | 15 | English |
| | | 2. Road Signs | 15 | Driver Education |
| | Following directions in sequential order | 1. Basic cooking | 15 | Home Ec., Ind. Arts, and Social Studies |
| | | 2. Basic sewing | 15 | |
| | | 3. Basic utility household appliances | 15 | |
| | | 4. Voting machines | 15 | |
| | | 5. Child Care | 15 | |
| | | 6. Test directions | 15 | |
| | | 7. Voting directions | 15 | |
| | | 8. First Aid | 15 | |
| | Cautions | 1. Labels (ex. house cleaning care for clothing, for car) | 15 | Home Ec., Ind. Arts |
| | | 2. Medicine | 15 | |
| | Locations | 1. Local community maps | 15 | Social Studies |
| | | 2. Local mass transportation | 15 | |
| Using References | Single Resource | 1. Textbooks | 15 | All chosen disciplines |
| | | 2. Tradebooks | 15 | |
| | | 3. Job Manual | 15 | |
| | | 4. Consumer's Guide | 15 | Library, Social Studies |

| Goals | Sub-goals | Examples | Age | | Suggested Disciplines |
|---|---|---|---|---|---|
| | Multi-volume Resource | 1. Encyclopedia | 15 | 18 | Library, English |
| | | 2. Reader's Guide | | 18 | Library |
| | | 3. Index volumes | | 18 | Library, English |
| | | 4. Atlases | | 18 | Library, Social Studies |
| | Multi-resource Center | 1. Library Catalog | 15 | 18 | Library |
| | | 2. Reference books and materials | 15 | 18 | |
| | | 3. Collect titles for a chosen subject | | | |
| Attaining Personal Development | Attaining personal development through personal satisfaction | 1. Choice of alternatives | | | All areas |
| | | 2. Knowledge of final material | | | |
| | | 3. Time spent | | | |
| | | 4. Share activities | | | |
| | | 5. Self concept re: reading | | | |
| | entertainment | 1. Read to others | | | |
| | | 2. Read to self | | | |
| | the use of other areas of personal growth | 1. Hobbies | | | |
| | | 2. Projected goals | | | |
| Gaining Information | For school | 1. Basic vocabulary list | 15 | | Each area |
| | | 2. Assignments | | | |
| | For vocation | 1. Training manuals | 15 | | Appropriate Career Areas |
| | | 2. Safety and job requirements | 15 | | |
| | | 3. Memorandum | 15 | | |
| | | 4. Want ads | 15 | | |
| | | 5. Work schedules | 15 | | |
| | | 6. Company policy statements | 15 | | |
| | | 7. Union contract | | | |
| | For society | 1. Public announcement | 15 | | |
| | | 2. Legal documents | | 18 | Social Studies |
| | | 3. Emergency announcements | 15 | | |
| | | 4. Newspaper materials | 15 | | |
| | | 5. Political materials | | 18 | |
| | For home | 1. Newspaper | 15 | | Social Studies |
| | | 2. Bills | 15 | | Math |
| | | 3. Sales Policies | 15 | | Math |

| Goals | Sub-goals | Examples | Age | Suggested Disciplines |
|---|---|---|---|---|
| | | 4. Consumer Information | 18 | Approrpiate |
| | | 5. Government pamphlets | 18 | Career Education Areas |
| | | 6. Contracts | 18 | Math, Social Studies |
| | | 7. Lease agreements | 18 | Math, Social Studies |
| | | 8. Day Care Information | 15 | Home Economics |
| Understanding Forms | Understanding forms for reporting personal information | 1. School | 15 18 | Guidance |
| | | 2. Income | 18 | Math |
| | | 3. Taxes | 18 | Math |
| | | 4. Social Security | 15 | Guidance |
| | | 5. Medical | 18 | |
| | | 6. Vocation | 15 | Guidance |
| | | 7. Applications | 15 | Guidance |
| | | 8. Armed Forces | 18 | Guidance |
| | | 9. Driver's license or learner's permit | 18 | Driver Education |
| | | 10. Work Permit | 15 | Guidance, Career |
| | | 11. W-2 Form | 15 | Guidance, Career |
| | | 12. Welfare Forms | 15 | Guidance, Career |
| | Understanding forms for financial agreements | 1. Sales slip | 15 | Math |
| | | 2. Mail order purchase forms | 15 | Career Education |
| | | 3. Credit Card policies | 15 | |
| | | 4. Bank statements | 18 | |
| | | 5. Notes and loans | 18 | |
| | | 6. Sales and rent agreements | 18 | |
| | | 7. Subscriptions | 15 | |
| | | 8. Long term agreements | 18 | |
| | | 9. Hotel reservations | 15 | |

## D. Assessing Essential Achievements

Each student should be able to demonstrate the mastery of his skills by two means: performance of observable behaviors and success on a criterion-referenced measurement. The performance of observable behavior should be based on first-hand learning experiences, such as reading the following:

1. Labels of cans and bottles,
2. Pages from the telephone book,
3. Tapes from various cash registers,
4. Directions on medicine bottles.

The criterion-referenced measurements should be constructed by teachers and students. Each item should have these features:

1. Stated objective
2. Simply stated directions
3. Survival reading material based on the stated objective
4. Questions about the objectives

Statewide evaluations will be held periodically to assess mastery at ages 12, 15, and 18. The assessment tool is the Maryland Basic Skills Reading Mastery Test. From this evaluation, an item-by-item evaluation of strengths and weaknesses in the students' survival reading can be measured. Based upon the test findings, programs can be refined through improved instructional emphasis. The completed list of test objectives follows:

Reading Objectives: Goal I-Following Directions

| | |
|---|---|
| 1101 | Students will read to interpret basic directional-type vocabulary from road signs. |
| 1102 | Students will read to interpret basic directional-type vocabulary from buildings signs. |
| 1103 | Students will read to interpret basic directional-type vocabulary from textbook instructions. |
| 1201 | Students will read to follow directions written in sequential order to know what to do in case of an emergency. |
| 1202 | Students will read to follow directions written in sequential order to complete a school or job assignment. |
| 1203 | Students will read to follow directions written in sequential order to play a game. |
| 1204 | Students will read to follow directions written in sequential order to assemble an item from a "do it yourself kit." |
| 1205 | Students will read to follow directions written in sequential order to prepare food from a recipe. |
| 1206 | Students will read to follow directions written in sequential order to make a garment from a pattern. |
| 1207 | Students will read to follow directions written in sequential order to operate a household appliance. |
| 1208 | Students will read to follow directions written in sequential order to use a voting machine. |

1209 Students will read to follow directions written in sequential order to provide care for children.

1210 Students will read to follow directions written in sequential order to administer first aid.

1211 Students will read to follow directions written in sequential order to complete a gas and electric meter form.

1301 Students will read to interpret cautions, and warnings in the environment to know how to protect themselves from injury or inconvenience and to care for children and possessions.

1302 Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.

1401 Students will read to find a location in a building, on a street, or in the local community by using maps and transportation schedules.

1402 Students will read to find a location for a job by using a work schedule or map.

1403 Students will read maps to find a location in the county.

1404 Students will read to find a location in the vicinity by using mass transportation maps.

### Reading Objectives: Goal II-Locating References

2101 Students will read to locate references within a textbook for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2102 Students will read to locate references within a tradebook for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2103 Students will read to locate references within a job manual for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2104 Students will read to locate references within a dictionary for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2105 Students will read to locate references within a newspaper for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2106 Students will read to locate references within a magazine for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2107 Students will read to locate references within an almanac for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2108 Students will read to locate references within a phone book for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2109 Students will read to locate references within a catalog for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2110 Students will read to follow directions written in sequential order to administer first aid.

2111 Students will read to locate references within a TV Guide for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

2201 Students will read to locate references within a multi-volume resource (encyclopedia) for use in school, on a job, or at home by utilizing headings, indices, and cross references.

2202 Students will read to locate references within the Reader's Guide for use in school, on a job, or at home by utilizing headings, indices, and cross references.

2203 Students will read to locate references within index volumes for use in school, on a job, or at home by utilizing headings, indices, and cross references.

2204 Students will read to locate references within atlases for use in school, on a job, or at home by utilizing headings, indices, and cross references.

2301 Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing the card catalog in the library.

2302 Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing reference books and materials.

2303 Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing section titles.

## Reading Objectives: Goal III*-Attaining Personal Development

3101 Students will affect the degree to which reading contributes to their personal development by comparing and selecting among various activities (such as watching TV, other curriculum areas), including reading.

3102 Students will affect the degree to which reading contributes to their personal development by indicating which reading materials are available in school and public libraries.

3103 Students will affect the degree to which reading contributes to their personal development by indicating the amount of time spent engaged in non-required reading.

3104 Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend sharing ideas discovered through non-required reading with parents and peers.

3105 Students will affect the degree to which reading contributes to their personal development by indicating how they feel about themselves as readers and how they feel about reading as an activity.

3201 Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend reading to others.

3202 Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend by reading for entertainment.

3301 Students will affect the degree to which reading contributes to their personal development by indicating if reading has enhanced their ability to enjoy hobbies or games.

3302 Students will affect the degree to which reading contributes to their personal development by indicating how often or how much time they spend reading to acquire information about life goals or possible career opportunities.

*These non-cognitive objectives are designed to measure attitudes and behaviors not directly related to reading ability.

## Reading Objectives: Goal IV-Gaining Information

4101 Students will read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society.

4102 Students will read to elicit necessary information for school from textbook assignments.

4201 Students will read to elicit necessary information for a vocation from training manuals.

4202 Students will read to elicit necessary information for a vocation from safety and job requirements. (Time cards, punch-in notices, quota charts, production records)

4203 Students will read to elicit necessary information for a vocation from a memorandum.

4204 Students will read to elicit necessary information for a vocation from want ads.

4205 Students will read to elicit necessary information for a vocation from work schedules.

4206 Students will read to elicit necessary information for a vocation from company policy statements.

4207 Students will read to elicit necessary information for a vocation from union contracts.

4301 Students will read to elicit necessary information for societal purposes from public announcements.

4302 Students will read to elicit necessary information for societal purposes from legal documents.

4303 Students will read to elicit necessary information for societal purposes from newspaper materials.

4304 Students will read to elicit necessary information for societal purposes from political materials.

4305 Students will read to elicit necessary information for societal purposes from a calendar.

4401 Students will read to elicit necessary information for the home from newspaper ads.

4402 Students will read to elicit necessary information for the home from bills.

4403 Students will read to elicit necessary information for the home from sales policies.

4404 Students will read to elicit necessary information for the home from consumer information.

4405 Students will read to elicit necessary information for the home from government pamphlets.

4406 Students will read to elicit necessary information for the home from contracts.

4407 Students will read to elicit necessary information for the home from lease agreements.

### Reading Objectives: Goal V-Understanding Forms

5101 Students will read to report personal information on school forms.

5102 Students will read to report personal information on tax forms.

5103 Students will read to report personal information on insurance forms.

5104 Students will read to report personal information on social security forms.

5105 Students will read to report personal information on medical forms.

5106 Students will read to report personal information on vocational application forms.

5107 Students will read to report personal information on application forms.

5108 Students will read to report personal information on armed services forms.

5201 Students will read to translate financial agreements, such as sales slips.

5202 Students will read to translate financial agreements on mail order purchase forms.

5203 Students will read to translate financial agreements on credit card policies.

5204 Students will read to translate financial agreements on bank statements.

5205 Students will read to translate financial agreements on notes and loans.

5206 Students will read to translate financial agreements on sales and rent agreements.

5207 Students will read to translate financial agreements on subscriptions.

5208 Students will read to translate financial agreements on long-term financial agreements.

5209 Students will read to translate financial agreements on hotel reservations.

# MANUAL USAGE

The activities and games are given only as samples. Classroom teachers may use these or make similar ones to help students master survival reading.

Each test objective, which is measured by The Statewide Testing Program as a part of Maryland Accountability, has sample activities.

This program will allow students to achieve and to be measured on two of Maryland's five adopted reading goals:

Goal 4: To meet the reading demands of functioning in society
Goal 5: To select reading as a personal activity.

# GOAL I

## READING OBJECTIVES:

## FOLLOWING DIRECTIONS

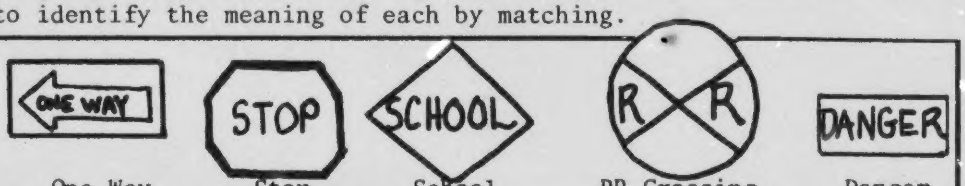
## GOAL I: FOLLOWING DIRECTIONS

*Objective 1101: Student will read to interpret basic directional-type vocabulary from road signs.*

Suggested Activities

A. Given a group of pictorial road signs and labels, the student will be able to identify the meaning of each by matching.

Signs -

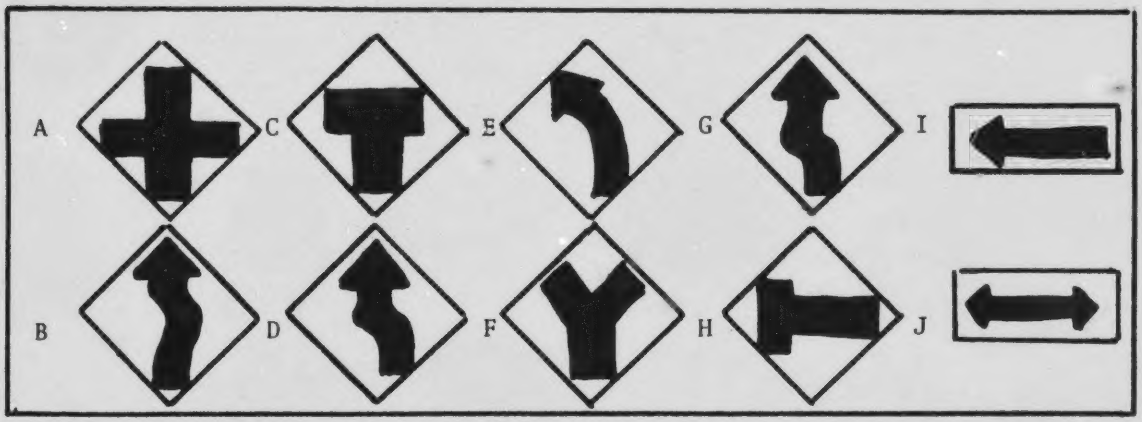


Labels - One Way Stop School RR Crossing Danger

B. Make two identical sets of road signs. The student matches them and tells orally where they may be found. On a ditto sheet, draw a road sign to match the written explanation.

C. Make a large chart on which are pasted various samples of pictorial signs. The student will be able to answer the set of questions by recognizing the sign and comparing it with its meaning. The questions for the cards may vary from multiple choice to matching signs with their meaning to completing the answer by writing.

Sample Chart



Directions: Look at all the signs. Which sign says:

1. A street dividing two ways (called an intersection)?
2. A left turn?
3. A side road from a main road?
4. Go left?
5. Roads are crossing?
6. A winding road?
7. A left curve?

D. Game Idea:

After presenting the different road signs, use riddles to review the material.

Examples: 1. I have three sides. I mean you have to wait. What am I?

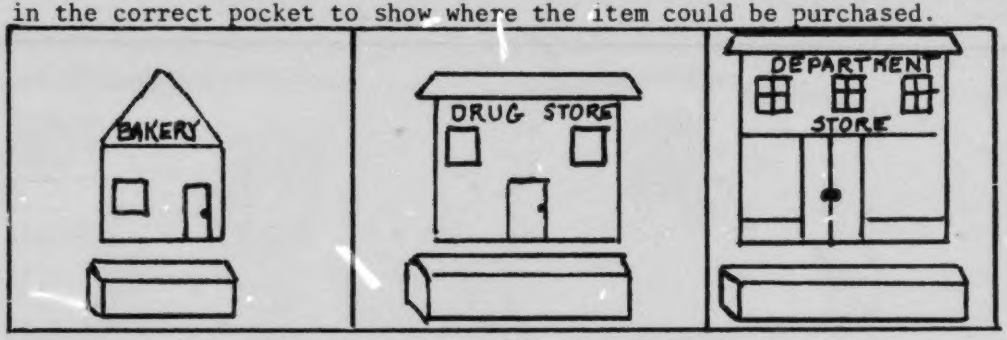
2. I am a road sign. I begin with _y_ and end with _d_. What am I?

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1102: Students will read to interpret basic directional-type vocabulary from building signs.*

Suggested Activities

A. Given pictures of different kinds of stores with pockets under them and cards with the names of items on them, the student will place the cards in the correct pocket to show where the item could be purchased.



Cards: medicine
coats
yard goods
bread
sandwiches
pie
shoe
shampoo
bandage

B. Given a group of containers each labeled from a Grocery-Store-Aisle Directory and cards with the names of items purchased in the super market, the student will classify the cards by placing them in the correct container.

(Suggestion - for use at a low level pictures of items could be used on the cards instead of words.)

| Store Directory | |
|---|---|
| Aisle | Item |
| A | cookies, candy, crackers |
| B | canned vegetables, fruits |
| C | paper goods |

C. Given a group of signs found within a building, the student will be able to explain orally the meaning of each.

Signs: Health Room
No Students
Office
In
Boys
Out
Girls

D. Given a chart of a store Elevator Directory and a set of statements about purchases, the student will match the statement to the Directory by writing in the correct floor number.

| A | Floor |
|---|---|
| Appliances | Basement |
| Aprons | 3 |
| B | |
| Books | 5 |
| Boys Wear | 2 |

_____ 1. Mrs. Hill wants a new iron.

_____ 2. John's coat is torn and his father wants him to try on coats to choose one to buy.

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1103: Student will read to interpret basic directional-type vocabulary from textbook instructions.*

### Suggested Activities

A. Given a list of directional-type words or phrases from textbook instructions, the students will match them to completed samples by drawing lines to connect the two.

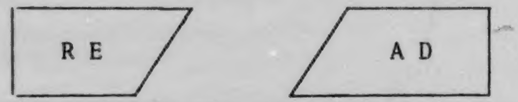
| | |
|---|---|
| Circle the correct answer: | 1. The stop light is red . |
| | blue red green |
| Underline the opposite word: | 2. Oranges, apples, pears are |
| | [✓ fruit] vegetable liquid |
| Finish the sentence: | 3. Laugh . . . . . |
| | giggle cry frown |

B. Given a card game, the student will match the card with directional-type words from a textbook to the cards of sample exercise and discard in sets.

Directions for game: Shuffle cards. Deal five to each player. Stack the leftover cards, turning one up in front of the pile. Players take a turn drawing one card. If they have a match, they read it and discard in sets. First one to discard hand in sets is winner.

| Cards I | Cards II |
|---|---|
| 1. Mark | 1. boy ~~man~~ girl |
| 2. Put in the correct sequence. | 2. He heard the bell.<br>He went to the door.<br>He opened the door. |
| 3. Classify | 3. Wild Animal Farm Animal<br>lion cow<br>bear horse |
| 4. Put in ABC order | 4. get, good, grab, guess |

C. Given a set of word and/or phrase cards that have been cut into irregular halves, the student will put the words and phrases together as a puzzle. As each puzzle is put together, the student is to read the words or phrase.



Directions: Prepare a set of directional words and phrases as shown above. Mix the cards all together.

Sample words and phrases

Underline
Put an X on
Define
Cross out
Circle the correct word
Describe
Locate
Fill in the blank
Draw a box around
Print your last name clearly

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1201: Students will read to follow directions written in sequential order to do in case of an emergency.*

Suggested Activities

A. Given the directions from a fire alarm box, the student will pantomime the directions in the correct order.

B. Given the school's directions for a fire drill, the student will be able to number them in sequential order.

C. Given the directions from a school fire extinguisher, the student will complete a worksheet that has several steps left out.

(Use directions from your individual school)

## GOALI: FOLLOWING DIRECTIONS

*Objective 1202: Students will read to follow directions written in sequential order to complete a school or job assignment.*

Suggested Activities

A. Given the following directions on a ditto sheet, the student will complete the assignment.

Primary Level

1. Read this page. Then do the work.
2. Write your name on the top of this paper.
3. Draw a man.
4. Count to 10.
5. Say a color.
6. Do only what it says in numbers 1 and 2.

Intermediate Level

1. Read the entire page before starting to work.
2. Write your name in the top left-hand corner.
3. Draw a line under your first name.
4. Count out loud by 2's to 20.
5. Make four squares on the bottom of your paper.
6. Make a circle in the second square.
7. Clap your hands three times.
8. Now that you have read everything, do only numbers 1 and 2.

B. Given directions written in sequential order on seeing and understanding the many skills given for words in the dictionary, the student will complete the center.

Dictionary Skills - Component

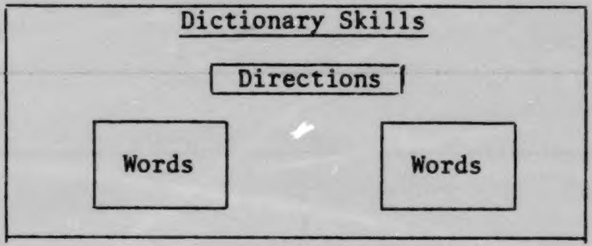
On a piece of cardboard or heavy tagboard approximately 2'x2', write the following directions:

Directions:
1. Write the words in alphabetical order.
2. List the words in which the first syllable is accented. Make another list in which the second syllable is accented and a third list in which the third syllable is accented.
3. Make a list of the words which have long vowel sounds.
4. Make a list of the words which have short vowel sounds.
5. If you do not know the meaning of any of the words, look them up in a dictionary and write a sentence using the word.

Next, choose about 50 words from a dictionary and write them on a sheet of paper in the following order: write the word first; then write the sound spelling; put in accent marks, long and short vowels, and syllables.

Example: documentary - (dak yoo men′ ta ri)
arrow - (ar′ō)

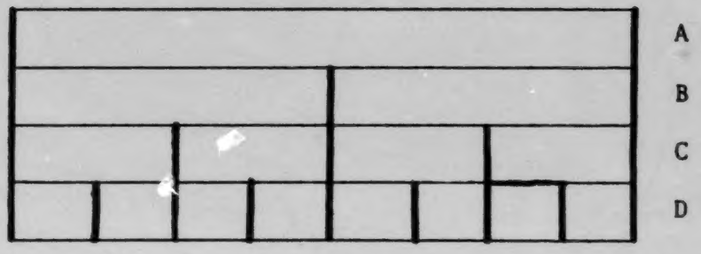
Staple or paste this sheet of paper on your cardboard or tagboard below the directions.



Place the answers on the back of the activity.

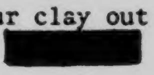
C. Given sequential directions to complete a worksheet on comparing parts, the student will complete the worksheet.

The ditto sheet contains a small chart showing a whole, halves, fourths, and eighths. Directions are given on the sheet. For example: $\frac{3}{4} - \frac{6}{8}$ _____ and _____. The chart lines are lettered A, B, C, D. The lettered lines that help to make the comparison are placed in the blanks.

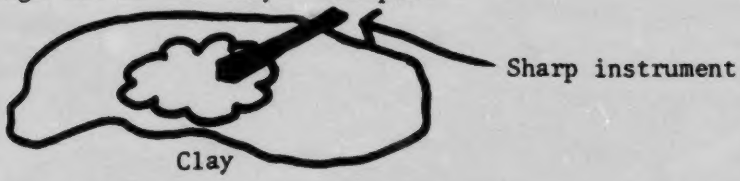


D. At a center on making Ceramic Jewelry, the student will read a chart with directions written in sequential order and follow the directions to make a piece of ceramic jewelry.

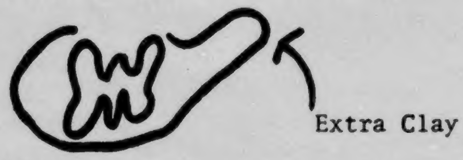
Ceramic Jewelry

1. Pound your clay out to the thickness you want. About 1/4 of an inch or  this thick.

2. To make pins or pendants, take a sharp instrument and cut the design out of the clay. Example:



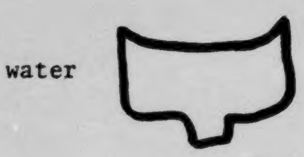
3. When you have completely cut through the clay and finished your design, peel away the extra clay. Example:

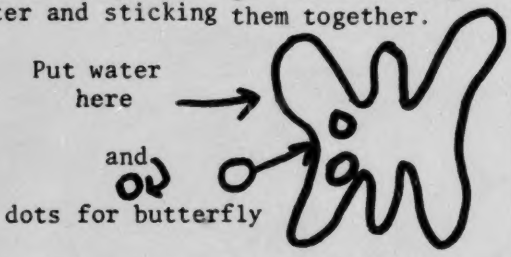


E. Designs may be made in two ways.

1. Use a sharp instrument to carve designs lightly or

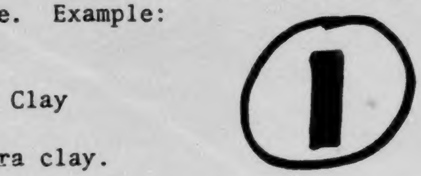
2. Roll up small pieces of clay and attach them by rubbing both the design and main part of your jewelry with water and sticking them together.





F. To make rings, round your clay out to the thickness you want. About 1/4 of an inch or ▬ this thick.

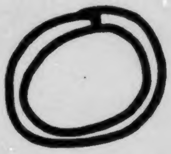
G. Use a sharp tool and cut out a long rectangular piece of clay about 1/4 of an inch wide. Example:



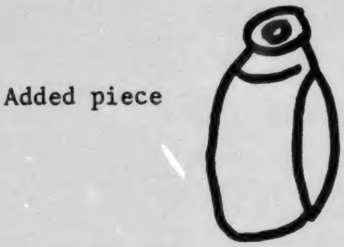
H. Remove the extra clay.

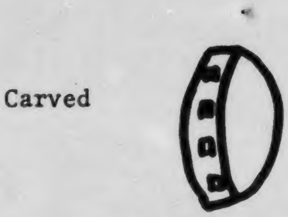
I. Wrap the piece of clay around the finger on which you are going to wear the ring. Make the ring a little bigger than your finger. (It shrinks when it dries.)

J. Pinch the ends together.



K. Add designs by carving designs into the ring with a sharp instrument or by adding something.





GOAL I: FOLLOWING DIRECTIONS

*Objective 1203: Students will read to follow directions written in sequential order to play a game.*

Suggested Activities

A. Given the directions for playing the game, "Old Maids," students will play the game successfully and then complete the worksheet.

LET'S PLAY OLD MAIDS

Objective: Students will read to follow directions.

Directions: Read the directions for playing the game of OLD MAIDS. Use the directions to answer the questions.

OLD MAIDS

1. Two to eight players may play.
2. Give out (deal) all cards, giving the same number to each player.
3. There is a matching card for each card in the deck except for the OLD MAILD. The two cards that match are called a pair. After you get your cards, take out any pairs that you have and put them in a pile.
4. Beginning with the person who gave out (dealt) the cards, draw one card from the person on your right. When you get another pair, take it out of your hand and put it in the pile.
5. Continue drawing until only one card is left. That card will be the OLD MAID.

1. How many people may play OLD MAIDS?

2. What are two matching cards called?

3. What do you do with any pairs you get?

4. How many cards do you draw at a time?

5. From whom should you draw? (left or right)

6. How many cards are left at the end?

7. Do you want to hold the last card? Why or why not?

B. Given a set of index cards containing rules and directions for playing rainy day classroom games, the students will choose one game to teach to the class.

GOAL I: FOLLOWING DIRECTIONS

*Objective 1204: Students will read to follow directions written in sequential order to assemble an item from a "do it yourself kit."*

Suggested Activity

A. After reading the following directions for putting the TV table together, the student will be able to answer the questions below.

Example: Read the directions for putting this TV table together and then answer the questions that follow.

1. Place the TV Table top (a) upside down.
2. Insert the leg (b) into slot (1). Insert the screw but do not tighten.
3. Insert the leg (c) into slot (2), leg (d) into slot (3), and leg (e) into slot (4).
4. Place the table upright. Make sure that the table top is level.
5. Tighten the leg screws.

Answer the following questions:

1. What is done first to the table top?
2. Which leg is inserted first?
3. List the order in which the legs are inserted.
4. During steps 1-4, in what position is the table top?
5. In what are the legs inserted?
6. What is the last direction?
7. Why do you think the screws should not be tightened until step 5?

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1205: Students will read to follow directions written in sequential order to prepare food from a recipe.*

Suggested Activities

A. Given a box of Jell-O, the student will read the recipe on the back and follow the directions in sequential order to make Jell-O that can be eaten.

B. Make a chart with directions for making instant pudding. The student can make the pudding and/or answer the questions on the worksheet.

Pudding Recipe

1 pkg. 3 1/2 oz. instant pudding
2 cups cold milk

Directions:

Empty contents of box into mixing bowl. Add milk. Mix well with a spoon. Beat for two minutes with a beater. Pour into four small dishes. Chill till firm. This will make four half-cup servings.

Ditto Worksheet (sample)

Directions: Circle the best answer to the questions.

1. What do you add to the pudding mix?

(a) sugar (b) milk (c) water (d) juice

2. How much pudding will this recipe make?

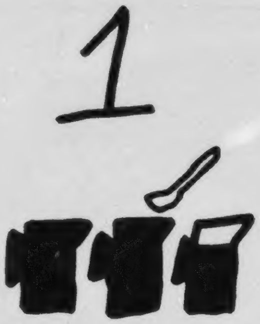
(a) 4 cups (b) 4 bowls (c) 4 half-cups (d) 4 glasses

C. Using a copy of the directions from Uncle Ben's Long Grain and Wild Rice, the student will show his understanding of the directions by answering one or more sets of questions on the worksheet.

**Uncle Ben's Long Grain and Wild Rice**

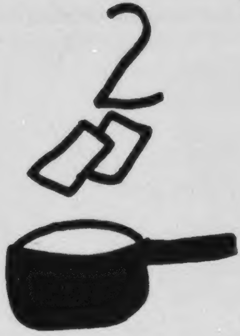
Makes seven 1/2-cup servings

The original accompaniment for poultry, game, beef, pork, veal, lamb or seafood.



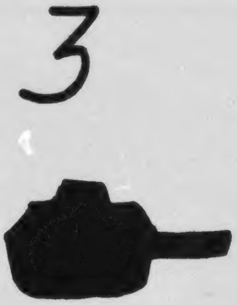
Measure 2 1/2 cups water and 1 tablespoon butter or margarine in saucepan.

For firmer rice use LESS water.



Stir in contents of both packets. Bring to boil.

For softer rice use MORE water.



Cover tightly and cook over low heat until all water is absorbed. (about 25 minutes)

For drier rice remove cover after cooking and leave on very low heat for 4 or 5 minutes.

Leftover rice may be stored in refrigerator and reheated in oven or saucepan (add water, if desired).

Reviewing Directions

Questions

Set 1

1. How much water do you use?
2. How much rice does this recipe make?
3. What kind of rice is this?
4. How many packets do you use?
5. What is the first step in making this rice?
6. How long do you cook the rice after covering it?
7. Over what kind of heat do you cook this?
8. What do you do if you want drier rice?
9. What do you do if you want firmer rice?
10. What do you do with leftover rice?

Set 2

1. What does boil mean?
2. What is meant by the water being absorbed?
3. If you wanted drier rice, when would you remove the cover?
4. How long before you wanted to serve dinner would you have to start preparing the rice?

Set 3

1. What do you think would happen if you didn't use both packets?
2. Why do you think they tell you to cover the pan?
3. Do you think the rice would get finished faster if you turned the heat up?

D. The student will read the directions for making raspberry Jell-O from the original box or a facsimile. Then answer a set of questions on the worksheet to show his understanding of the directions.

**JELL-O raspberry** imitation flavor

DIRECTIONS: Add 2 cups boiling water to gelatin. Stir until dissolved. Add 2 cups cold water (for a deep mold, use 1 1/2 cups.) Chill until set. Makes 8 servings, 1/2 cup each.*

Speed set: Add 1 tray of ice cubes (14 to 20 cubes) in place of cold water. Stir until slightly thick; remove any unmelted ice. Chill. Soft-set; ready to eat in 30 minutes.

To add other ingredients, fold 2 to 4 cups into thickened gelatin. (Do not add fresh or frozen pineapple.) Chill.

* Each 1/2 cup serving supplies 81 calories.

JOYS OF JELL-O RECIPE BOOK OFFER

Over 250 Jell-O Gelatin dessert and salad favorites in a colorful 96-page book. Send 25¢ (in coin) and 6 fruit illustrations from front panels of Jell-O Gelatin packages with your name, address, and ZIP code to:
JOYS OF JELL-O, BOX 1400, KANKAKEE, ILLINOIS 60901

Set 1

Directions: Read the directions for making raspberry Jello. Then answer the following questions.

1. How many ounces does this box of Jello weigh?______
2. Does this box of Jello weigh a pound?______
3. How many people can you serve with this box of Jello?______
4. What size serving can you give each person?______
5. If you served only four people, what size serving could you give each person?_____
6. Does this box of Jello contain real raspberry falvor?_____
Name the word which tells you it is not made from real raspberries.
_________________
7. How many cups of water do you add to the gelatin?_______
8. How much Jello would this box make? one quart 4 pints 2 quarts

Set 2

Directions: Read the directions for making raspberry Jello. Then answer the following questions.

1. If you wanted to speed set the gelatin, what could you use in place of cold water?________
2. If you wish to add fruit to the gelatin, when should you add it?_______
3. How many calories would one cup of gelatin supply?_________
4. Name five things you would need to send to Joys of Jello to get a Jello recipe book.

a.______________________

b.______________________

c.______________________

d.______________________

e.______________________

5. How much did this box of Jello cost?_______
6. How much would your recipe book really cost you?__________

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1206: Students will read to follow directions written in sequential order to make a garment from a pattern.*

Suggested Activities

A. Given a six-step direction for making an embroidery sampler, the student will complete the sampler.

Directions

1. Choose one of the six pictures.
2. Cut a piece of fabric one inch larger on all four sides than the size of the picture.
3. Press one inch of the fabric under on all four sides.
4. Using tracing paper, trace the picture on the fabric.
5. Embroider the picture with stitches of your choice.
6. Press the picture when completed and show it to the teacher for credit.

B. Given directions for making a heart pillow, the student will complete the pillow.

1. Get a piece of paper, any size.
2. Fold paper in half.
3. Draw 1/2 a heart

4. Cut it out.
5. Unfold it and pin the pattern to your fabric. Fabric should be doubled, right sides together.
6. Cut out the fabric.
7. Sew the two fabric pieces together 5/8 inch from the edge leaving a two-inch space at the top.

8. Turn the fabric to the right side.
9. Stuff with nylon stockings.
10. Sew opening together with a slip stitch.

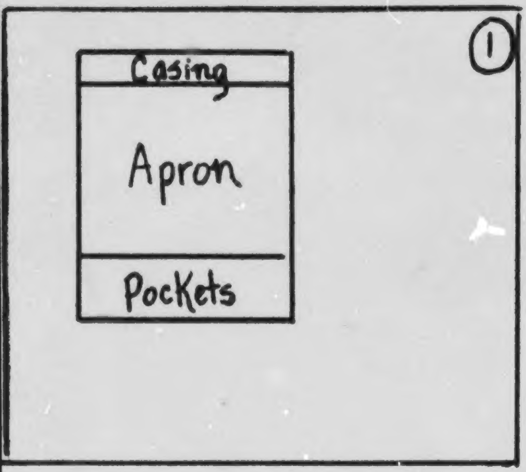
C. Given the directions for making an apron, the student will complete the worksheet.

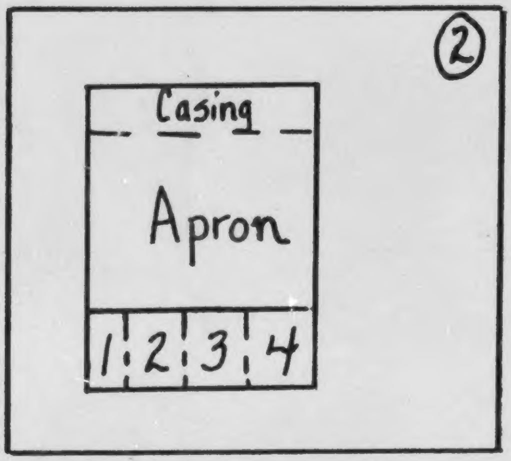
(SEE NEXT PAGE)

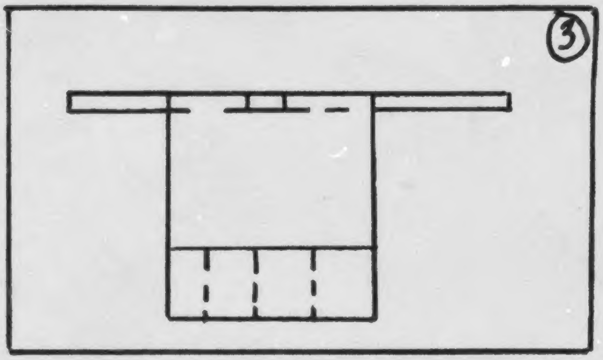
Worksheet - Answer the following questions briefly

1. What must be done to the material first?
2. Copy the following statements in the correct order.
   Mark length of pocket
   Mark off two inches for casing
   Mark the length you want the apron
3. How will you decide the width of the apron?

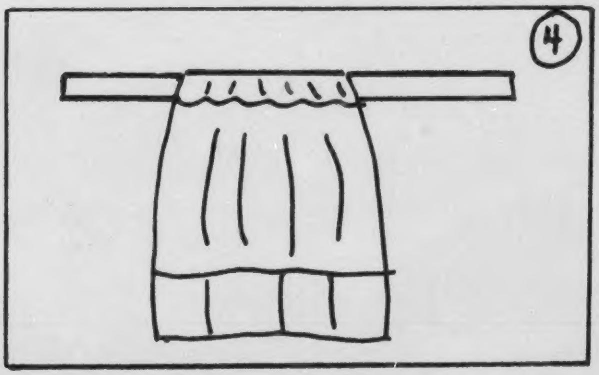
APRON







1. Mark sure material is even.
2. Mark off about two inches for casing.
3. Mark the length you want for the apron.
4. Mark the length you want for the pocket. Leave some on the pockets to turn down.
5. Put the apron around your waist, adding a little to gather. Cut the width apron should be.
6. Cut two bands. (Same length and same width.)
7. Sew the edges of the sides of apron under. When you get the line marked for pocket, cut in on the line about 1/2 inch. Sew this part under in the opposite direction or opposite side.
8. Turn down the casing on the line drawn. Sew it down.
9. Fold up the pockets on the line drawn.
10. Mark off the four equal pockets.
11. Sew the sides and then sew the lines to form pockets.
12. Sew the bands together leaving one end open. Turn band inside out. Iron the band. Pull the band through the casing.
13. Sew a square in the middle of the casing.
14. Gather the remaining part. Sew the edges of the apron to the band.



4. What is your sixth step?
5. What does step seven tell you about sewing the side edge of the pockets?
6. What word in step eight tells you what to sew down?
7. On what step will you fold up the pockets?
8. How will the pockets be measured?
9. What step will give the directions for sewing the pockets?
10. Which part of the apron does step 14 tell you to gather?

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1207: Students will read to follow directions written in sequential order to operate a household appliance.*

### Suggested Activities

A. Given a set of directions for operating an oven, the student will be able to arrange card labels in sequential order to demonstrate his understanding of the instructions.

Directions:

Copy the following directions on sentence strips. Mix them up and have the student arrange them in proper sequence in a pocket holder.

1. Look at the oven thermostat dial.
2. Look for the indicator light to go off when a desired temperature is reached.
3. Turn the dial to a desired temperature.
4. Put in food to be cooked when the light goes off.
5. Set the timer after you have the food in the oven.

B. Given a blender or a cardboard facsimile, the student will demonstrate that he can follow the directions which are on a chart.

SAMPLE CHART

1. Press OFF button.
2. Plug the blender cord into a convenient outlet.
3. Place the glass container firmly on the drive mechanism on the center of the base.
4. Put the ingredients into the container and cover.
5. Press the speed suggested by the recipe.

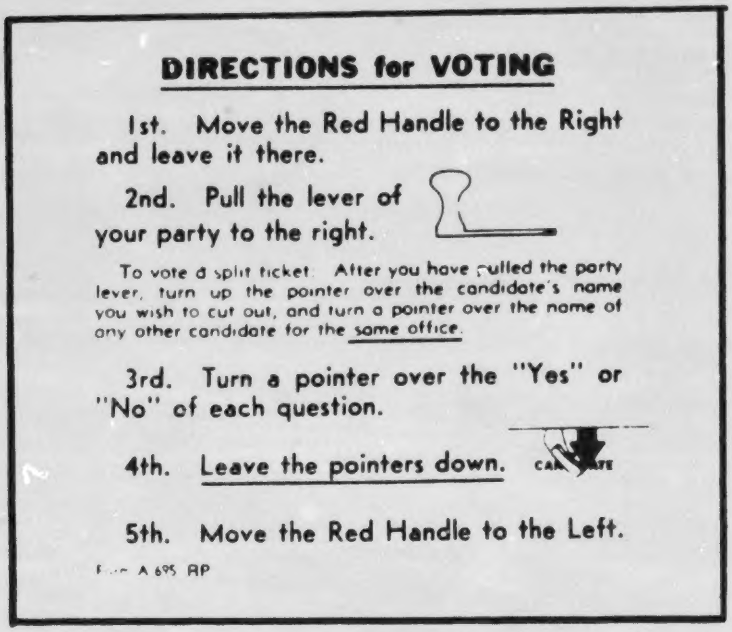
## GOAL I: FOLLOWING DIRECTIONS

*Objective 1208: Students will read to follow directions written in sequential order to use a voting machine.*

Suggested Activities

A. At a center for using the voting machine the student will read to follow the directions and operate the model machine.

(Contact your Board of Elections as they may have available small working models of the voting machines or other information.)



**DIRECTIONS for VOTING**

1st. Move the Red Handle to the Right and leave it there.

2nd. Pull the lever of your party to the right.

To vote a split ticket: After you have pulled the party lever, turn up the pointer over the candidate's name you wish to cut out, and turn a pointer over the name of any other candidate for the same office.

3rd. Turn a pointer over the "Yes" or "No" of each question.

4th. Leave the pointers down.

5th. Move the Red Handle to the Left.

Form A 695 RP

B. Given a diagram of a voting machine, the student will number on the diagram the steps to follow to operate the machine.

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1209: Students will read to follow directions written in sequential order to provide care for children.*

### Suggested Activities

A. Using the directions on the chart "How to Pamper a Baby," the student will put a Pamper on a doll to show that he can follow the sequential directions.

How to Pamper a Baby

1. Unfold the Pampers and fanout the ends.
2. DO NOT pull out the center pleats.
3. Slide the Pampers underneath the baby, making sure the tapes are on the back half of the Pampers.
4. Take the back corners of the Pampers and lap them over until the Pampers fit snugly.
5. Be sure the extended plastic end flaps are turned inside--front and back around the baby's waist.
6. Peel the loose edge of the tapes from the backing paper and smooth the tapes into place.
7. DO NOT remove the backing paper from the Pampers.

B. Given a set of 3 x 5 cards on which directions for the care of a three-year-old from 4 p.m. to 12 p.m. have been written, the student will arrange the cards in order to show the sequence to follow for proper child care.

Hint: The cards can be numbered on the back for self-correction.

Sample Card Ideas

Play outside for about an hour.

Wash hands and face before supper.

Cook supper.

Wash hands after supper.

Play quietly before bed.

Read a story.

Bathe with bubble bath.

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1210: Students will read to follow directions written in sequential order to administer first aid.*

Suggested Activities

A. Given a chart explaining the state of shock, the student will be able to read the information and number the sentences in the correct order to show what to do for a person in shock.

Sample Chart

What causes shock?
Any serious injury may cause shock.

What are the signs of shock?
The skin of a person in shock feels cool and is whiter than usual. Sometimes perspiration appears, especially on the forehead or chin or above the mouth. Sometimes the victim feels like vomiting or actually does vomit.

What do you do for a person who is in shock?

1. Make the victim lie down at once so that his head is level or lower than the rest of his body.
2. Cover him properly.
3. Give him warm water to drink if more than an hour will pass before he sees the doctor.
4. Don't disturb the injured person more than necessary.

Make a ditto worksheet

Directions:

Below are four things to do for a person who is in the state of shock, but they are not in the right order. Number them in the correct order.

_____ Give the person a drink of warm water (unless he is hurt in the stomach).

_____ Lay the person down.

_____ Keep the person quiet and still.

_____ Cover the person.

B. Given a band-aid on which directions are written in sequential order, the student will apply the band-aid properly.

D. Given a sequential list of directions for using a first aid spray, the student will be able to tell orally the proper procedure for applying the spray.

(Suggestion: Bring in actual containers, copy the directions from the containers on a chart, have the children role play the directions.)

D. Prepare a chart or bulletin board display illustrating the steps in taking a temperature

STEPS FOR TAKING TEMPERATURE

Wipe the thermometer with alcohol

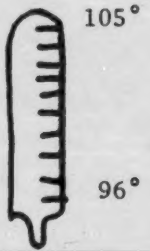
1

Shake the thermometer until it shows 96°

2

Place the thermometer under the tongue for three minutes

3



4

Read the thermometer

Hint: Use pictures to illustrate.
The center of the thermometer can be cut out and an insert placed on the back so it can be moved to show different levels of degrees.

a. Students may role play with wooden sticks.

5

b. Make a copy of the pictures on the chart that the students may arrange in sequence.

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1211:* *Students will read to follow directions in sequential order to complete a gas and electric meter card.*

Suggested Activity

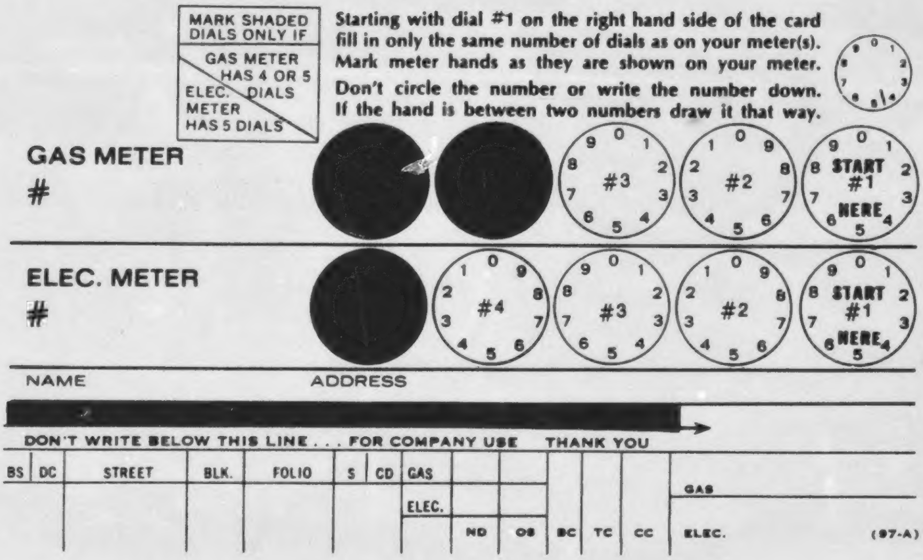
A. At a center displaying a large model of a gas meter and a large model of an electric meter, the student will take a meter reading card from a pocket and complete the card.

Note: Change the dials on the models several times for added practice.

## How to read your meters

*it's as easy as telling time . . .*

BALTIMORE
GAS AND
ELECTRIC



MARK SHADED DIALS ONLY IF
GAS METER HAS 4 OR 5 DIALS
ELEC. METER HAS 5 DIALS

**Starting with dial #1 on the right hand side of the card fill in only the same number of dials as on your meter(s). Mark meter hands as they are shown on your meter. Don't circle the number or write the number down. If the hand is between two numbers draw it that way.**

GAS METER
#

ELEC. METER
#

#3
#2
START #1 HERE
#4
#3
#2
START #1 HERE
0 1 2 3 4 5 6 7 8 9

NAME
ADDRESS

DON'T WRITE BELOW THIS LINE . . . FOR COMPANY USE THANK YOU

BS | DC | STREET | BLK. | FOLIO | S | CD | GAS | ELEC. | ND | OS | BC | TC | CC | GAS | ELEC.

(97-A)

## GOAL I: FOLLOWING DIRECTIONS

Objective 1301: *Students will read to interpret cautions and warnings in the environment to know how to protect themselves from injury or inconvenience and to care for children and possessions.*

Suggested Activities

A. Given the warning sign from a fire alarm box, the student will complete a written worksheet to show his ability to interpret the sign.

> FALSE FIRE ALARMS
>
> It is a criminal offense under Maryland law for any person knowingly to give or cause to be given any false alarm of fire. This offense is punishable by fine and/or imprisonment.

Step I

1. It is a ________________________ under Maryland law to turn in a false fire alarm.

2. You can be given a _______________ or __________________ for turning in a false alarm.

3. A ______________________ is when someone reports a fire and there is none.

Step II

1. You are on a party line and you overhear a neighbor report a fire where there is none. What would you do?

2. Describe what a false fire alarm is.

3. If you deliberately report a fire that is not there, what will happen to you when you are caught?

Step III

1. What steps would you take to report a person who is turning in false fire alarms?

2. What steps are taken by the Control Center to make sure a fire report is true?

3. Why do you think it is a crime to turn in a false fire alarm?

B. Given a local telephone book, the student will locate and read the pages dealing with anonymous and annoying callers to complete the worksheet interpreting the warning.

Skills II

Warning

Anonymous and Annoying Caller--

It is a criminal offense under Maryland and federal laws for any person to make use of telephone facilities and equipment for:

Anonymous Calls---
(If in a manner reasonably expected to annoy, abuse, torment, harass, or embarrass one or more persons.)

Repeated Calls---
(If with intent to annoy, abuse, torment, harass, or embarrass one or more persons.)

Any Comment---
(Request, suggestion, or proposal which is obscene, lewd, lascivious, filthy, or indiscrete.)

Step I

1. It is a ________ offense to make anonymous and annoying telephone calls.

2. The _______ will assist its customers when they are bothered by annoying telephone calls.

3. Anyone who makes telephone calls that bother other people breaks both _____ and _____ laws.

Step II

1. If you do not identify yourself to someone on the telephone what could happen to you?

2. Whom do you call if you are being bothered by telephone calls that are annoying, repeated, and abusive?

3. Where is the local company business office of the telephone company in our area?

Step III

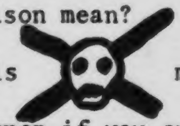
1. You constantly receive telephone calls at 2:00 a.m. every morning. What would you do to put a stop to this, assuming that the caller is unknown to you?

2. Someone calls you and you answer the telephone; he hangs up. Five minutes later he calls again and repeats this process several times. What steps would you take to stop this type of bother?

3. How do you think the telephone company would make sure that you are not bothered by annoying telephone calls?

C. Given a can of shellac or the label from a can of shellac, the student will read to interpret the label and complete the worksheet about protecting himself from injury or inconvenience.

What Is Shellac and How Do You Use It?

1. What does poison mean?
2. What does this  mean?
3. What will happen if you swallow shellac?
4. What does flammable mean?
5. What is a vapor?
6. Where should you keep this can?
7. What is the first thing you should do if you swallow the shellac in this can?
8. How many coats of shellac should you put on your project?
9. Should the lid be open or closed when you are not using the shellac?
10. What does ventilated mean?
11. What should you do with old shellac before you put it on your project?

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1302: Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.*

Suggested Activities

A. Given the label from a bottle of Clorox the student will complete a worksheet to show his understanding of the label.

### CLOROX

Terms:

caution: be very careful

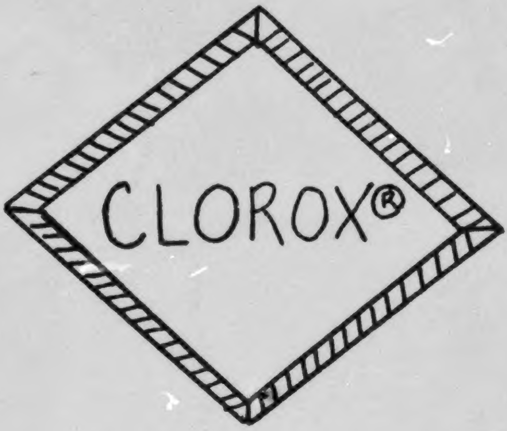
colorfast: the color will not come out

deodorize: to take the bad smell out

dilute: to add water to make weaker

discoloration: the color changes

disinfect: to take the germs out



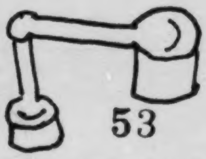
I. BY READING THE LABEL, A BUYER CAN TELL THAT THE PRODUCT CLOROX IS A BLEACH THAT WHITENS, CLEANS, REMOVES STAINS, AND DISINFECTS.

A. NAME THREE PLACES, BESIDES THE WASH, WHERE CLOROS CAN BE USED SAFELY.

1. ______________________________
2. ______________________________
3. ______________________________

B. LIST THREE FABRICS ON WHICH CLOROX CAN BE USED SAFELY.

1. ______________________________
2. ______________________________
3. ______________________________



C. LIST THREE FABRICS ON WHICH CLOROX CANNOT BE USED SAFELY.

1. ______________________________________

2. ______________________________________

3. ______________________________________

II. FILL IN THE BLANKS.

THE BOTTLE SAYS THAT AN EASY WAY TO TEST A FABRIC TO SEE IF CLOROX CAN BE USED IS TO MIX _____ TABLESPOON(S) OF CLOROX WITH 1/4 _____ OF WATER. APPLY ONE _____ OF THIS SOLUTION AND LET STAND 1 MINUTE. THEN BLOT DRY WITH A PAPER TOWEL. AN ARTICLE CAN BE SAFELY BLEACHED IF _________________

______________________________________________

______________________________________________

III. TRUE OR FALSE (INFORMATION ON THE LABEL)

_____ 1. TO USE CLOROX IN A WASHING MACHINE, ALWAYS ADD 1 CUP.

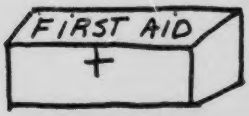
_____ 2. DO NOT USE AMMONIA OR TOILET BOWL CLEANERS WITH CLOROX BECAUSE HARMFUL GASES MAY BE PRODUCED.

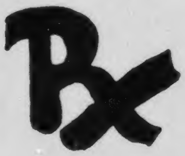
_____ 3. CLOROX IS NOT GOOD FOR DIAPERS BECAUSE IT DESTROYS DISEASE-CAUSING GERMS.

_____ 4. CLOROX SHOULD BE KEPT IN A COOL PLACE WITH THE TOP ON TIGHTLY.

_____ 5. IF YOU WANTED TO OPEN A RESTAURANT, YOU COULD WRITE TO THE CLOROX COMPANY FOR SOME HANDY TIPS.

IV. CAUTION: Clorox should be kept out of the reach of children.





BY READING THE LABEL, TELL WHAT TO DO IF CLOROX IS:

1. SPLASHED IN THE EYES
2. SWALLOWED

   a.

   b.

3. SPLASHED ON THE SKIN

B. Given the labels from two medical prescriptions the student will complete the questionnaire.

MEDICAL DRUGS - Route 40 Shopping Center 465-0236

No. 65490 Dr. Smith, Jr.
Albert Brown
Apply locally every 3 hours as needed for itching.

Store in a cool place.

Refill:
0 1 2 3 4

Caution:
May not be taken internally

1st label

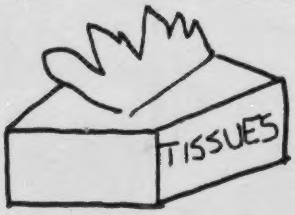
MEDICAL DRUBS - Route 40 Shopping Center 465-0236

No. 65491 Dr. Smith, Jr.
Albert Brown
Two pills 4 times a day. Caution: These pills may make you sleepy. Do not drive while taking.

This prescription can only be refilled on authority of your physician.

Caution: Keep this and all medicine out of the reach of children.

2nd label



## NOT SICK ENOUGH TO STAY IN BED

### (YET NOT REALLY WELL)

POOR AL! HE'S GOT DOUBLE TROUBLE! HE CAUGHT A BAD COLD AND HE HAS AN AWFUL ITCH.

HE WENT TO DR. MOORE WHO GAVE HIM 2 PRESCRIPTIONS. 1 FOR HIS COLD AND 1 FOR HIS ITCH. DR. MOORE FORGOT TO TELL AL ANYTHING ABOUT THE MEDICINE AND AL FELT SO BAD THAT HE FORGOT TO ASK. READ THE LABELS TO ANSWER AL'S QUESTIONS.

***********************************************************************

1. WHICH MEDICINE IS FOR THE ITCH AND WHICH IS FOR THE COLD?
    A. PILL VIAL __________
    B. BOTTLE ____________
2. WHICH MEDICINE IS SWALLOWED AND WHICH IS NOT?
    A. PILL VIAL __________
    B. BOTTLE ____________
3. WHAT WORDS TELL AL THAT THE MEDICINE SHOULD BE:
    A. SWALLOWED __________
    B. NOT SWALLOWED ______
4. WHERE SHOULD AL STORE HIS MEDICINE?
    A. PILL VIAL __________
    B. BOTTLE ____________
5. HOW LONG DOES AL HAVE TO TAKE THE MEDICINE?
    A. PILL VIAL __________
    B. BOTTLE ____________
6. WHAT SHOULD AL DO WHEN HE USES ALL HIS MEDICINE?
    A. PILL VIAL __________
    B. BOTTLE ____________

7. WHEN SHOULD AL USE OR TAKE THE MEDICINE?

A. PILL VIAL __________

B. BOTTLE __________

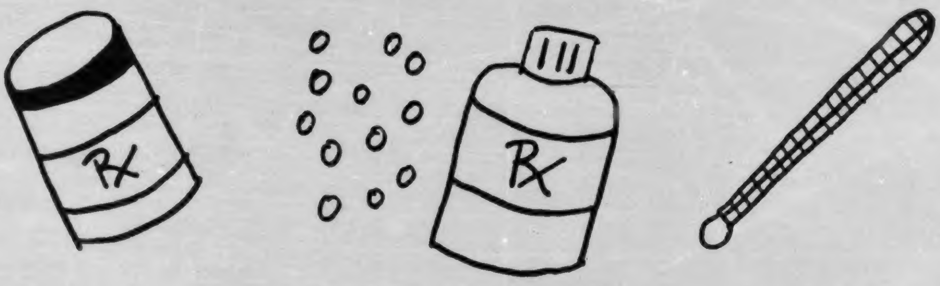
8. WHAT SIDE EFFECT DOES THE LABEL SAY THE MEDICINE IN THE PILL VIAL MAY PRODUCE? ____________________________________

9. WHAT WILL YOU NEED TO TAKE THE PILLS?

____________________________________________________

10. HOW COULD YOU APPLY THE LOTION?

____________________________________________________



C. Given the label from a People's aspirin bottle the student will complete the following worksheet.

MATERIAL: People's aspirin bottle

NOT ALL ASPIRIN'S ALIKE . . .

VOCABULARY:
excessive -- too much
medication -- drugs
accidental -- not on purpose
overdose (OD) -- taken too much medicine

Jerry has a bad cold. He has a fever, his muscles ache and his head hurts. He feels just awful. The flu has been going around school. What should he do?

1. Where did Jerry buy his aspirin? ______________________

2. How many tablets are in the bottle? ______________________

3. What is the aspirin supposed to do? ______________________

   ______________________________________________________

4. How much aspirin should Jerry take if he were:

   5 years old _____, 8 years old _____, 16 years old _____?

5. Jerry's younger brother who is 2 years old is also ill.

   What should Jerry's mother do about giving him aspirin?

   ______________________________________________________

   ______________________________________________________

6. Where should you keep this bottle? ______________________

7. What should you do if you take an accidental overdose of aspirin? ______________________

8. If each aspirin is 5 grams and you should not take more than 60 grams per day, how many aspirin tablets would be 60 grams? ______________________

9. How many aspirins are too many? ______________________

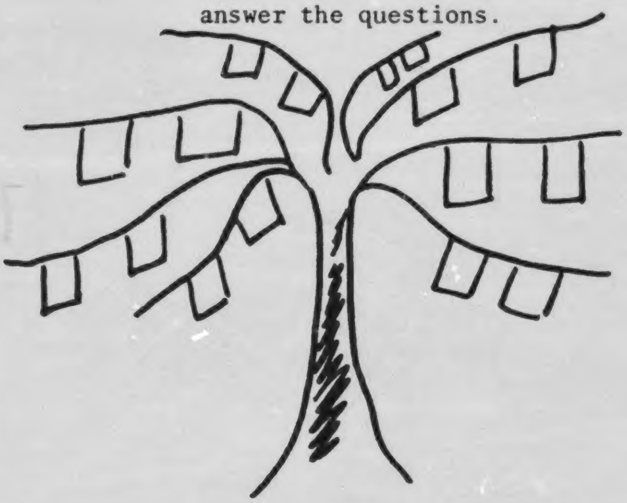
D. At a center displaying boxes, cans and bottles and a dittoed chart worksheet the student will read to interpret the labels and fill out the dittoed chart.

NAME ______________________ DATE ______________________

| Brand Name | Type of Product | Manufacturer's name & address | Weight | Size | List of Ingredients |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| Amount of use | How to use it | Caution |
|---|---|---|
| | | |
| | | |
| | | |

E. At a center displaying a "Care Label Tree" and questions on a chart the student will read to interpret the care labels and answer the questions.



THE CARE LABEL TREE

**Hang** labels on cut-out tree or real tree branch.

# The Care Label Tree

Answer each question on your own paper:

1. Why is this called a care label tree?
2. How many labels are on this tree?
3. Where would these labels normally be found?
4. Read each label. How many are exactly the same?
5. Choose one label. Try to describe what the article would be made of if it contained this label.
6. Choose a different label. Name an article you own that might have this label sewed inside.
7. Why is a care label important?

GOAL I: FOLLOWING DIRECTIONS

*Objective 1401: Students will read to find a location in a building, on a street, or in the local community by using maps and transportation schedules.*

Suggested Activities

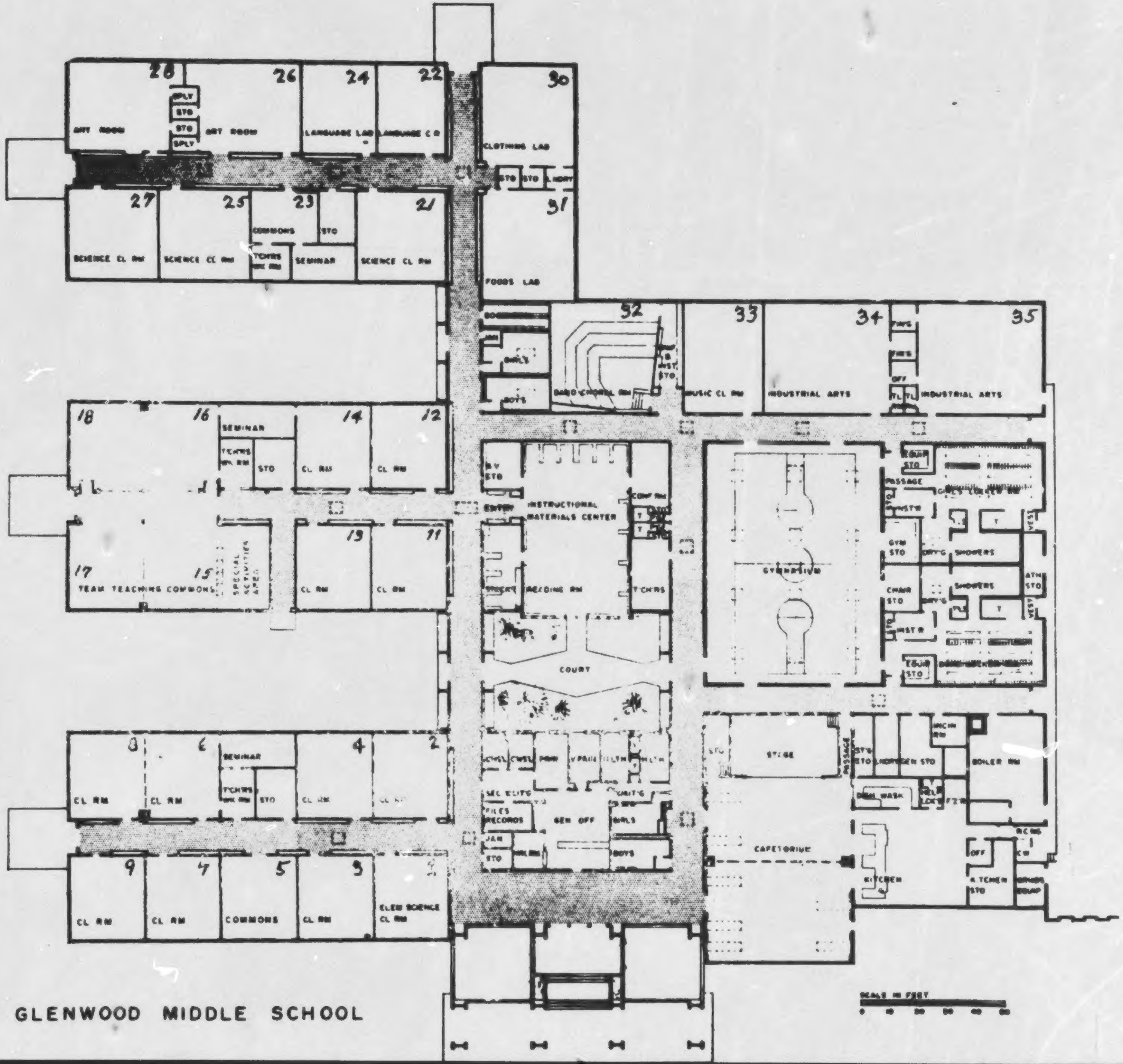
A. Given a floor plan of a building, the student will be able to complete the following directions:

| | | |
|---|---|---|
| Music | Cafeteria | Gym |
| Classroom | Library | Health |
| Art | | Office |

1. Put an X in the room where you go to sing.
2. Underline the name of the room where you find the principal.
3. Circle the name of the room where you go to paint a picture.
4. Put a square around the name of the room where you go when you are sick.
5. Put a triangle around the name of the room where you eat lunch.
6. Put two lines under the name of the room where you can find a book to read for fun.

B. Given a floor plan of a school building, the student will be able to answer questions about the floor plan.

## GLENWOOD MIDDLE SCHOOL


28
26
24
22
30
ART ROOM
SPLY
STO
STO
SPLY
ART ROOM
LANGUAGE LAB
LANGUAGE C R
CLOTHING LAB
STO
STO
LNDRY
27
25
23
21
31
COMMONS
STO
TCHRS WK RM
SEMINAR
SCIENCE CL RM
SCIENCE CL RM
SCIENCE CL RM
FOODS LAB
32
33
34
35
GIRLS
BOYS
BAND-CHORAL RM
INST. STO
MUSIC CL RM
INDUSTRIAL ARTS
OFF
INDUSTRIAL ARTS
18
16
14
12
SEMINAR
TCHRS WK RM
STO
CL RM
CL RM
17
15
13
11
TEAM TEACHING COMMONS
SPECIAL ACTIVITIES AREA
CL RM
CL RM
A V STO
ENTRY
INSTRUCTIONAL MATERIALS CENTER
CONF RM
READING RM
TCHRS
COURT
GYMNASIUM
EQUIP STO
PASSAGE
GIRLS LOCKER RM
INSTR
GYM STO
DRY'G
SHOWERS
CHAIR STO
DRY'G
SHOWERS
ATH STO
VEST
VEST
INSTR
EQUIP STO
8
6
4
2
CL RM
CL RM
SEMINAR
TCHRS WK RM
STO
CL RM
HLTH
HLTH
SEL ELITG
WAIT'G
FILES RECORDS
GEN OFF
GIRLS
JAN
STO
BOYS
STO
STAGE
PASSAGE
STO
GEN STO
BOILER RM
DISH WASK
CAFETORIUM
KITCHEN
OFF
KITCHEN STO
RCVG
9
7
5
3
CL RM
CL RM
COMMONS
CL RM
ELEM SCIENCE CL RM
SCALE IN FEET
0
10
20
30
40
50

Answer these questions about the map of Glenwood Middle School:

1. How many industrial arts rooms are there?
2. If you have just entered through the front door, is the cafeteria on your right or on your left?
3. If you were coming from room 30, would you turn right or left to get to the Red Room?
4. If you were coming from the Cafetorium, would you turn right or left to get to the gym?
5. Using the scale at the bottom of the map, how far is it from room 27 to room 25?
6. How far is it from room 11 to room 12?
7. How far is it from room 9 to room 1?
8. How far is it from room 35 to room 32?
9. How far is it from room 14 to room 11?
10. How long is the gymnasium?
11. How wise is the gymnasium?
12. How long is the courtyard?
13. How long is the stage?
14. How wide and how long is the principal's office?
15. How wide and how long is room 11?
16. What is another name for room 23?
17. What are the four rooms which are connected to the Gym?
18. Describe how you would tell someone to get from the front door of the school to room 24.

C. Given a map of the local school community, the student will locate places on the map and complete a worksheet.

Directions:

Read each question and use the map to fill in the blanks.

1. The sketch map shows these directions __________, __________, ________, and ___________. Complete the direction compass on the map by adding the letters NS and W. When the students made this map of their community, they were facing the direction _____________. The direction at the top of this map is ________ and not north.

2. Turn this map so that the directions on it are the same as those in your environment. This sketch map shows that the streets east-west are named ___________ and _______________.

3. Find Augusta Street. Along the south side of this street are four blocks. On this sketch map, measuring along Augusta Street, the distance from Harlem Street to Monroe Street is 1/2 mile. Use the scale of distance to measure how far it is between Augusta and West Division Streets. It is about _________ miles.

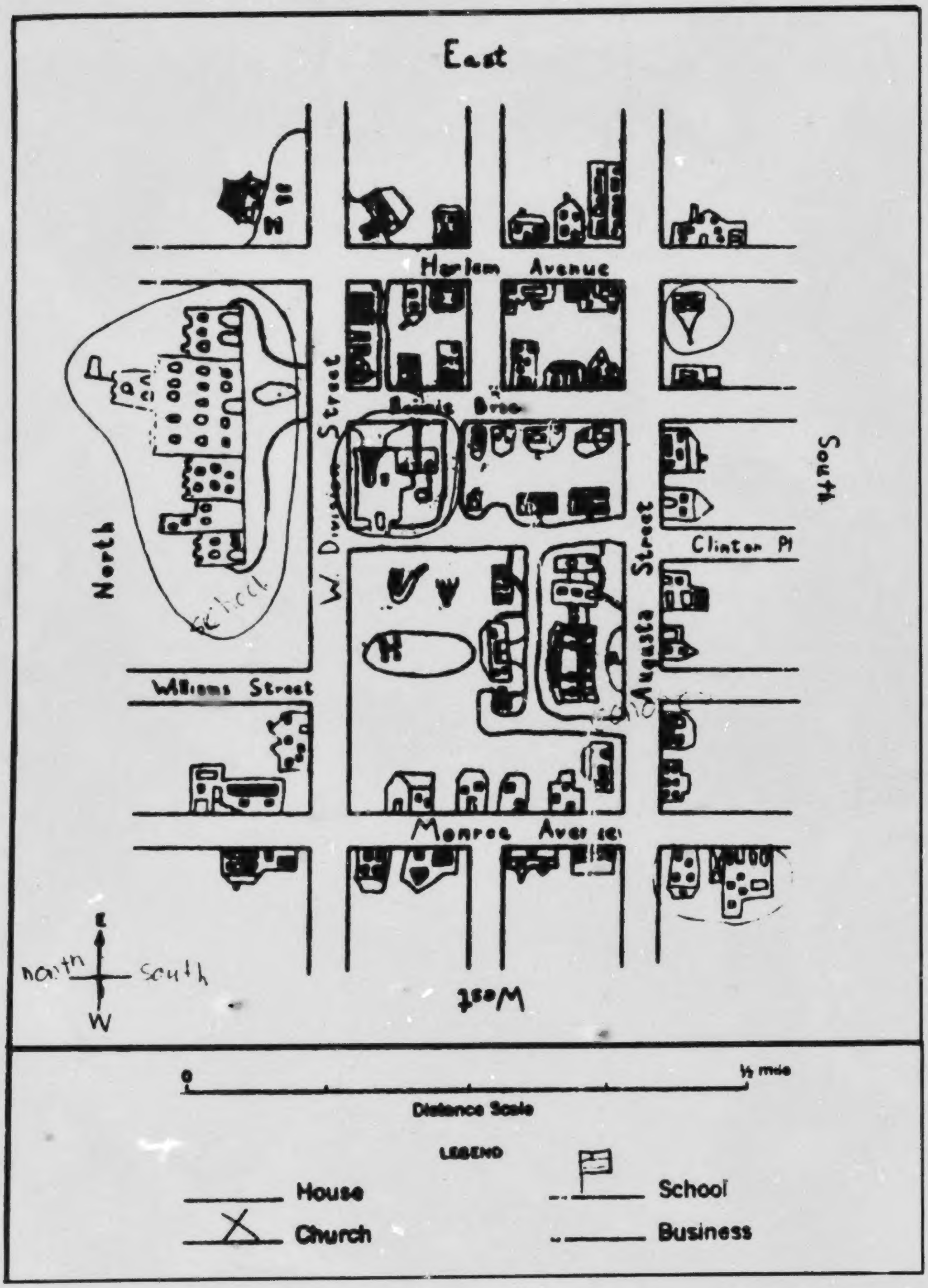
4. Find symbols for buildings, houses, schools, churches, and businesses. A flag marks the locations of the two schools. Circle the two schools on the sketch maps. After the word "School" in the legend, make a symbol for a school. A cross on the top of a building marks a church. Circle this building. In the legend add the sumbol for "Church" after the word "Church". The church is located on the ________ corner of __________ street and ____________ Avenue.

5. Find and count the symbols for houses on the south side of Augusta Street between Bonnie Brae and Monroe Avenue. There are _________ houses. Add the symbol for "House" to the legend.

6. Two gas stations are located on the east side of the corner of West Division Street and Harlem Avenue. Locate them on the sketch map. Add a symbol for "Business" to the legend.

7. Stop at either one of the gas stations and ask for directions to Concordia on Augusta Street. Complete the directions you might receive. You are standing at the corner of ________Street and ________Avenue. Go south on ______Avenue for ________blocks. Concordia will be in the third block on the ______ side of _______ Street.

8. Suppose you wanted to walk from Harlem Avenue along Augusta Street to Monroe Avenue. This distance would be what part of a mile? _______mile. Turn north on Monroe Avenue and walk to West Division Street. You have now walked ________mile. If you turn east on West Division and walk to the gas station, how far have you walked? __________miles.


East
Harlem Avenue
W. Division Street
Bonnie Brae
South
Clinton Pl
Augusta Street
North
school
Williams Street
Monroe Avenue
West
E
north
south
W
0
½ mile
Distance Scale
LEGEND
House
Church
School
Business

Sample Answer Sheet for Finding Directions on Maps:

Answers:

1. North, South, East, and West (in any order) East. East.
2. West Division Street and Augusta Street.
3. One fourth miles.
4. South west, Augusta Street and Harlem Avenue.
5. Six
6. [redacted]
7. West Division Street and Harlem Avenue. Go south on Harlem Avenue for two blocks. North side of Augusta Street.
8. One-half mile. Three-quarters of a mile. One and one-quarter miles.

D. At a center displaying a school bus transportation map from a local community, the student will use colored head pins to locate the bus stops.

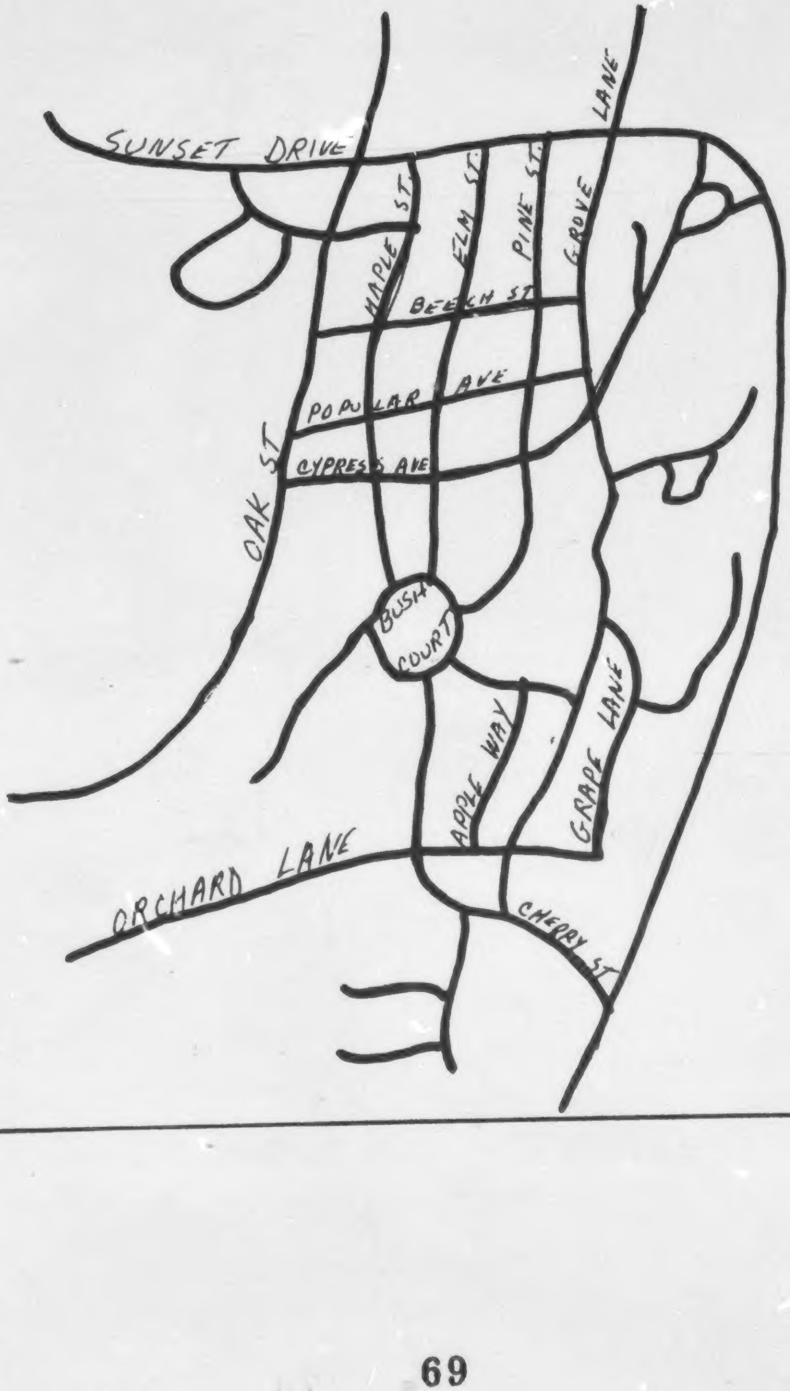
Directions:

As an elementary student, use red pins to show where the bus stops are at the locations listed below. If you have an older brother or sister, use a blue pin to show where he would board the bus for the middle or high school.

Bus Stops

| Elementary | Middle and High Schools |
|---|---|
| 1. Sunset Drive and Oak Street | 1. Cypress Avenue and Grove Lane |
| 2. Beech Street and Elm Street | 2. Orchard Lane and Cherry Street |
| 3. Orchard Lane and Apple Way | 3. Oak Street and Sunset Drive |
| 4. Bush Court and Elm Street | |
| 5. Popular Avenue and Grove Lane | |

# Local Community Map


SUNSET DRIVE
MAPLE ST.
ELM ST.
PINE ST.
GROVE
LANE
BEECH ST
POPULAR AVE
OAK ST
CYPRESS AVE
BUSH COURT
APPLE WAY
GRAPE LANE
ORCHARD LANE
CHERRY ST

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1402: Students will read to find a location for a job by using a work schedule or map.*

### Suggested Activities

A. Given a map of the University of Maryland, College Park Campus, and a chart of the building name and location, the student will use the two to answer dittoed questions.

Ditto sheet - Use the map and code sheet to answer the following questions.

1. Which buildings are located at the following coded places?

   a. 30
   b. 26
   c. 110
   d. 61
   e. 120
   f. 125

2. Which building can you identify by its shape without referring to the code chart?

3. Which classes would you attend at codes 74, 135, 89, 67, 47?

4. Write the code for the following buildings:

   a. Chemistry
   b. Journalism
   c. Elkton Hall
   d. Shriver Hall
   e. Theater
   f. Undergraduate Library

5. What type of activity would you be engaged in if you were in the following coded buildings?

   a. 24
   b. 39
   c. 46
   d. 82
   e. 47
   f. 76
   g. 28
   h. 61
   i. 2

B. Given a work schedule for a job, the student will read the work schedule to answer questions on the location of his job on specific days.

John was a day laborer. He was hired by a local building company that required him to check into its office daily in order to read a posted job schedule notifying the employees where to report to work. Below is his completed weekly schedule. Read the schedule and answer the questions.

Name: John Frost                    Job Description

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| 8:30 to 12:30 | Unloading lumber at job #4 Bollen & Center Sts |  | Digging lines for sewer pipes. Job #13, Post & South St. | Same as Wednesday | Unloading building supplies at job #24 Croft Development, Green and Star Sts. |  |
| 12:30 to 4:30 |  | Cleaning up site at 142 S. Main St. |  | Cleaning up site at Post & North Sts. |  |  |

1. How many days a week did John work? Which day did he work one-half day? Which day did he have no work?

2. Were his places of work on Wednesday and Thursday near each other? Give reason for your answer.

3. Where was the company's Job #4 located?

4. At what two locations did John have a clean-up job?

5. Where did John go to work on Friday?

C. Given a college catalogue, the student will read and locate the information necessary to fill out a weekly class schedule.

Directions:

Read the catalogue and make a schedule for a first semester freshman. Choose a three-or four-hour course from each of the five divisions of the university. Remember, they must be freshman courses. List your course name, instructor, place, time, and days.

Be careful! These are some things you must remember: (1) you work part-time on Thursday at 1:00 p.m. and all day Saturday; (2) you are in a car pool and get to college at 8:30 a.m. Fill in a form with the information you obtained above.

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

D. Given a list of activities and a weekly schedule form, the student will read the activities and record them on the form.

Sample:

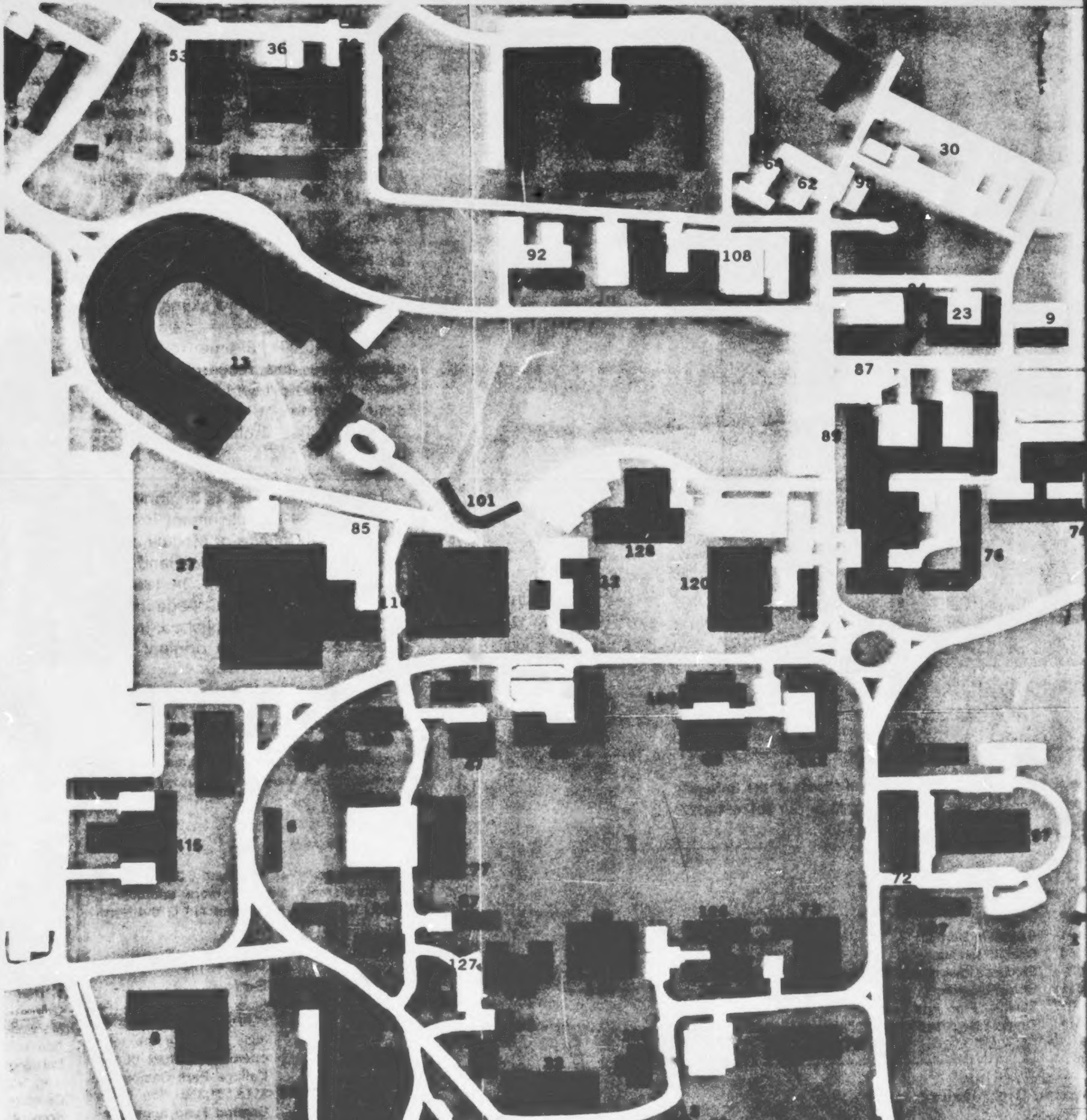
Read the list of activities and fill in the form below.

| | | |
|---|---|---|
| 1. | Piano lesson | 3:30 - 4:00 p.m. Wednesday |
| 2. | Scouts | 7:30 p.m. - 9:00 p.m. Monday |
| 3. | Little League practice | 4:00 - 6:00 p.m. Tuesday, Wednesday, Thursday |
| 4. | Little League games | 2:00 Saturday - 7:00 a.m. Friday |
| 5. | Class trip | 7:30 a.m. Tuesday |
| 6. | Movie date with gang | 2:00 p.m. Sunday |
| 7. | Swim Team practice | 7:30 p.m. Tuesday, Thursday |

| TIME | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SAT |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

# The College Park Campus of The University of Maryland

| *No.* | *Building Name* | *Location* |
|---|---|---|
| 1 | (AA) Temporary Classroom | H-10 |
| 2 | Adult Education Center (BB) | A-6 |
| 3 | Allegany Hall | I-10 |
| 4 | Animal Science Center (WW) | J-2 |
| 5 | Annapolis Hall | J-9 |
| 6 | Anne Arundel Hall | F-6 |
| 7 | Apiary (API) | E-2 |
| 8 | Architecture (ARC) | E-8 |
| 9 | Asphalt Institute | K-3 |
| 10 | Baltimore Hall | H-9 |
| 11 | Bel Air Hall | H-1 |
| 12 | Bureau of Mines, U. S. | H-5 |
| 13 | Byrd Stadium (STA) | F-3 |
| 14 | Calvert Hall | H-9 |
| 15 | Cambridge Hall (CAM) | H-2 |
| 16 | Caroline Hall | F-8 |
| 17 | Carroll Hall | F-8 |
| 18 | (CC) Nyumburu | G-9 |
| 19 | Cecil Hall | I-9 |
| 20 | Central Receiving – General Supplies Depot | N-8 |
| 21 | Centreville Hall | H-2 |
| 22 | Charles Hall | I-10 |
| 23 | Chemical Engineering (U) | J-3 |
| 24 | Chemistry | J-4 |
| 25 | Chestertown Hall | H-1 |
| 26 | Civil Defense Training | N-8 |
| 27 | Cole Fieldhouse (GG) | F-5 |
| 28 | Computer Science Center (MM) | H-2 |
| 29 | Cumberland Hall | G-1 |
| 30 | Dairy Barn (QQ) (Animal Sciences Annex) | J-2 |
| 31 | (DD) Temporary Classroom | G-9 |
| 32 | Denton Hall | D-1 |
| 33 | Dining Hall 1 | H-9 |
| 34 | Dining Hall 2 | H-1 |
| 35 | Dining Hall 4 | D-1 |
| 36 | Dining Hall 5 | F-1 |
| 37 | Dorchester Hall | F-6 |
| 38 | Easton Hall | D-1 |
| 39 | Education (OO) | E-6 |
| 40 | Education Annex | G-9 |
| 41 | (EE) Temporary Classroom | H-9 |
| 42 | Elkton Hall | D-1 |
| 43 | Ellicott Hall (ELL) | F-2 |
| 44 | (FF) Temporary Classroom | F-9 |
| 45 | Fire Service (FS) | K-9 |
| 46 | Fish and Wildlife Service, U. S. | I-5 |
| 47 | Foreign Languages (LL) | G-6 |
| 48 | Francis Scott Key Hall (RR) | H-7 |
| 49 | Frederick Hall | I-9 |
| 50 | Garrett Hall | H-9 |
| 51 | Golf Course | A-2 |
| 52 | Grounds-Custodial Dept. | L-3 |
| 53 | Hagerstown Hall | E-1 |
| 54 | Harford Hall | I-9 |
| 55 | Harrison Lab-Greenhouse | L-6 |
| 56 | Health Center-Infirmary | G-5 |
| 57 | Heating Plant | L-7 |
| 58 | Heavy Research Lab | L-2 |
| 59 | (HH) Temporary Classroom | F-9 |
| 60 | Holzapfel Hall (F) | I-6 |
| 61 | Home Management Center (HMC) | I-10 |
| 62, 63, 64 | Horses, Cattle, Sheep | I-1 |
| 65 | Howard Hall | J-10 |
|  | Information: See Main Admin. and Police Dept. | J-7 |
| 66 | International House | H-10 |
| 67 | Journalism (G) | G-7 |
| 68 | Jull Hall (II) | H-3 |
| 69 | Kent Hall | I-8 |
| 70 | La Plata Hall | F-1 |
| 71 | Leonardtown Modular Housing | N-9 |
| 72 | Main Administration (1B) | J-7 |
| 73 | Marie Mount Hall (H) | I-7 |
| 74 | Martin Engineering Classrooms (J) | K-4 |
| 75 | Martin Engineering Labs (S) | K-4 |
| 76 | Mathematics (Y) | J-5 |
| 77 | McKeldin Library (L) | G-7 |
| 78 | Memorial Chapel | I-8 |
| 79 | Molecular Physics | I-3 |
| 80 | Montgomery Hall | J-10 |
| 81 | Morrill Hall (M) | G-8 |
| 82 | Motor Transportation Facilities | N-7 |
| 83 | North Administration (KK) | J-6 |
| 84 | Nuclear Reactor | J-3 |
| 85 | Parking Garage #1 (H) | F-4 |
| 86 | Patterson Hall, H.J. (E) | G-6 |
| 87 | Patterson Hall, J.M. (P) | J-4 |
| 88 | Physical Education | H-1 |
| 89 | Physics (Z) | J-4 |
| 90 | Police Department | L-7 |
| 91 | Post Office | L-7 |
| 92 | Poultry | G-2 |
| 93 | Preinkert Fieldhouse (W) | F-7 |
| 94 | President's Residence | B-4 |
| 95 | Prince George's Hall | I-9 |
| 96 | Queen Anne's Hall | F-7 |
| 97 | Reckord Armory (AR) | J-7 |
| 98 | Ring Accelerator | J-2 |
| 99 | Ritchie Coliseum (COL) | L-7 |
| 100 | Rossborough Inn | K-7 |
| 101 | Shipley Field | G-4 |
| 102 | Shoemaker Hall (N) | H-8 |
| 103 | Shriver Hall (I) | I-6 |
| 104 | Silvester Hall (K) | I-7 |
| 105 | Skinner (T) | I-7 |
| 106 | Somerset Hall | F-7 |
| 107 | South Administration (VV) (Grad. School Bldg.) | J-7 |
| 108 | Space Science Center (SS) | H-3 |
| 109 | St. Mary's Hall | F-6 |
| 110 | Student Union (SU) | G-5 |
| 111 | Surplus Property | L-3 |
| 112 | Symons Hall (O) | I-6 |
| 113 | Talbot Hall | H-8 |
| 114 | Taliaferro Hall (A) | H-7 |
| 115 | Tawes Fine Arts Center (NN) | E-6 |
| 116 | Terrapin Hall (TH) | G-8 |
| 117 | (TT) Temporary Classroom | G-9 |
| 118 | Turner Lab-Dairy (D) | K-7 |
| 119 | Tydings Hall-B.P.A. (Q) | G-7 |
| 120 | Undergraduate Library | I-5 |
| 121 | University Press-Print Shop | L-7 |
| 122 | (UU) Temporary Classroom | G-9 |
| 123 | Washington Hall | I-10 |
| 124 | Wicomico Hall | F-8 |
| 125 | Wind Tunnel | L-4 |
| 126 | Woods Hall (K) | I-7 |
| 127 | Worcester Hall | G-8 |
| 128 | Zoology-Psychology (ZP) | H-4 |


53
36
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41
18

GOAL I: FOLLOWING DIRECTIONS

*Objective 1403: Students will read maps to find a location in the county.*

Suggested Activities

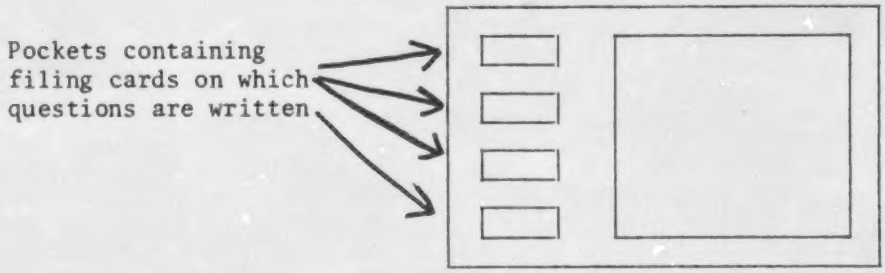
A. At a center on finding locations in the county on a map, the student will read a posted map and answer questions given on index cards.

Center Idea

Map Study

On a large piece of cardboard or tagboard approximately 4' x 4' or larger, paste or staple a highway map of your county or state or some other area. Leave space on one side for pockets in which cards can be inserted with questions on them.

Example:



Make up questions regarding the places on the map: roads, water bodies, cities, towns, railroads, mountains, lowlands, etc.

Answers to the questions can be written on the back of the cards.

B. At a center on finding locations in the county on a map, the student will look at pictures of historical places, locate the places on the map, and connect the picture and location with colored yarn.

## GOAL I: FOLLOWING DIRECTIONS

*Objective 1404: Students will read to find a location in the community by using mass transportation maps.*

Suggested Activities

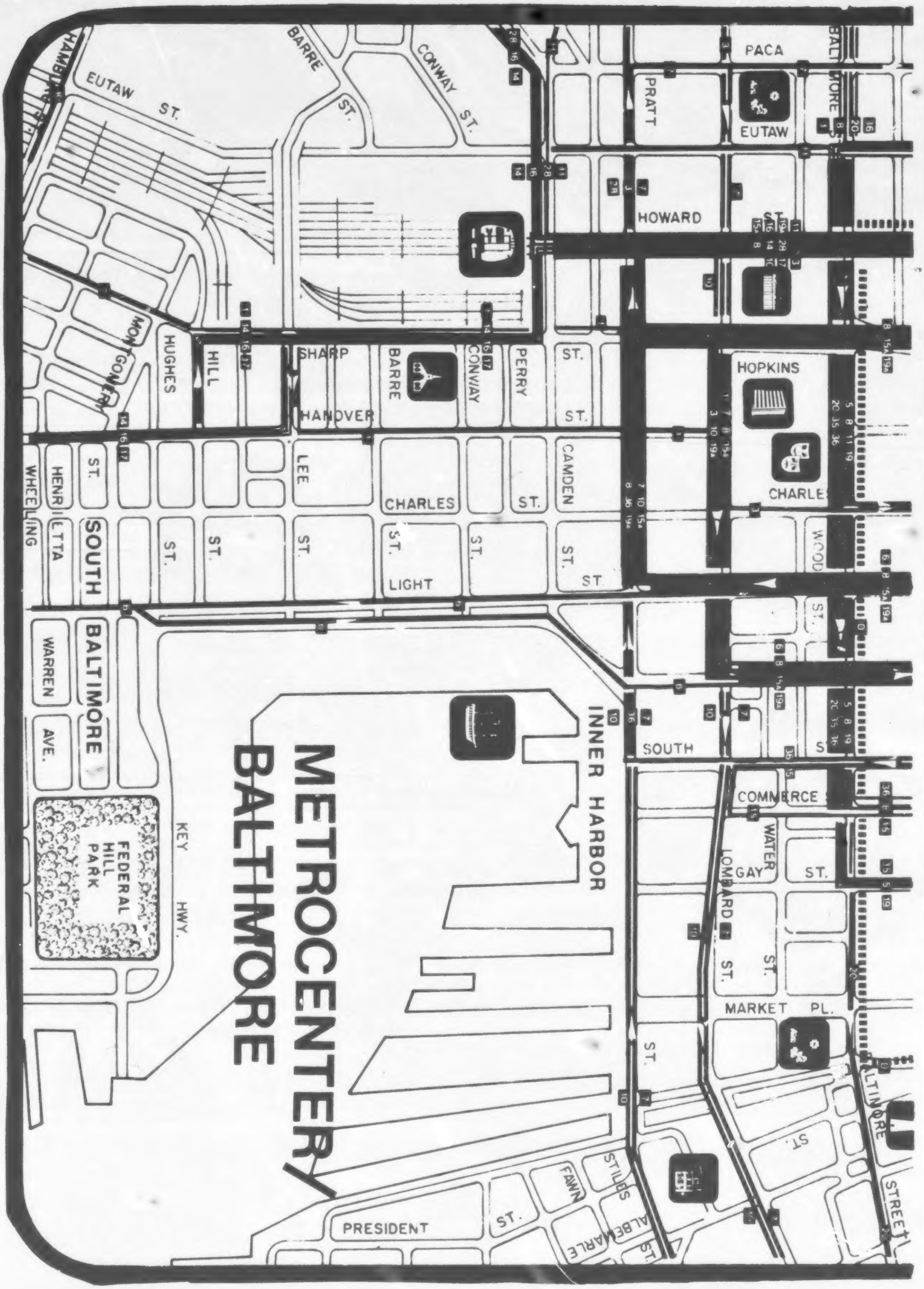
A. Given the Metrocenter Baltimore M.T.A. Bus Route map, the student will read the map, mark the map, and answer questions given on location.

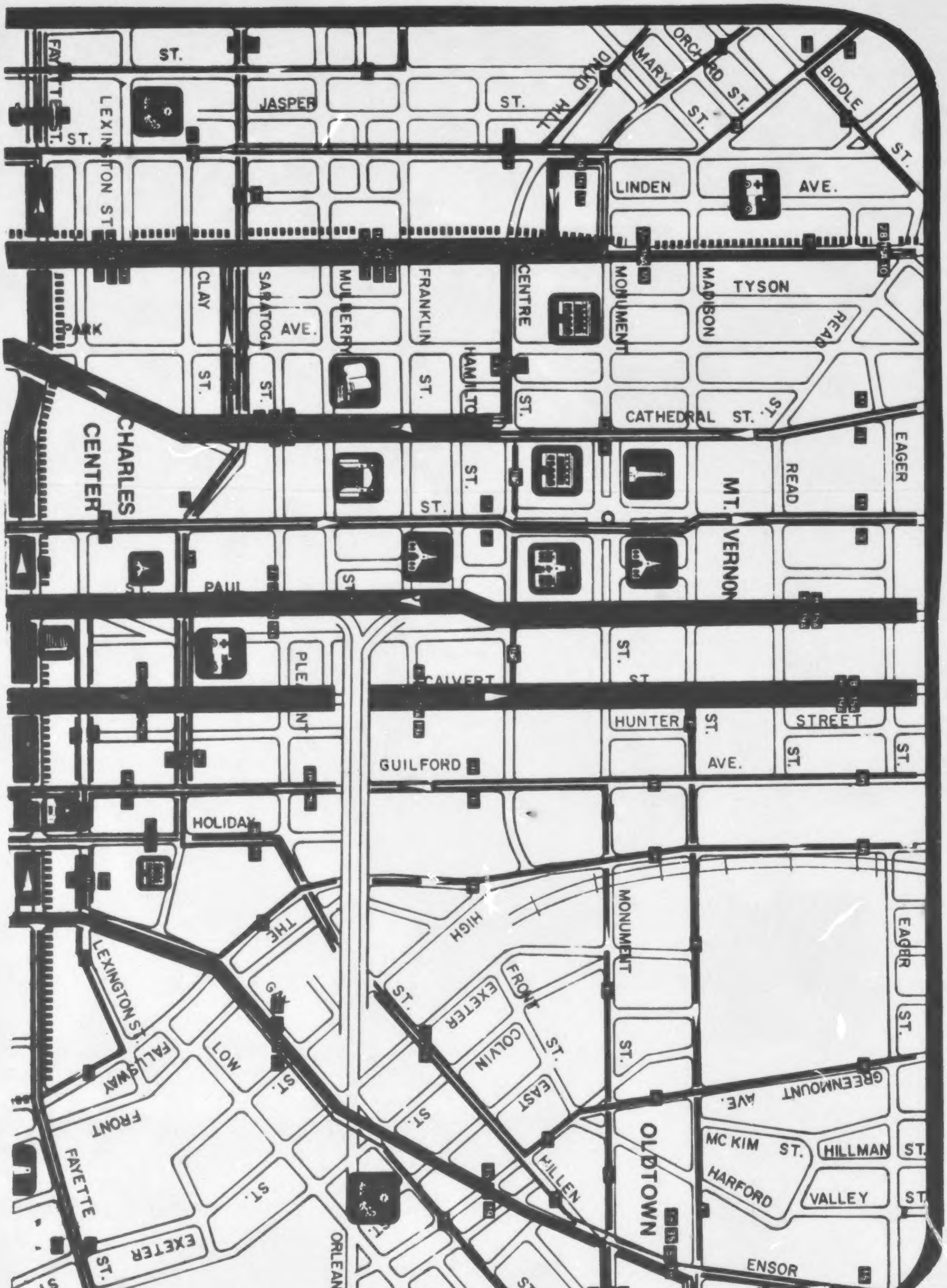
Directions:

1. Read the Metrocenter Baltimore Bus Map (next page)
2. Mark the map as indicated in the exercise.
3. Answer the questions in the exercise.

Exercise:

1. Use a red marker and trace the route of the #8 bus.
2. Use a blue marker and trace the route of the #19 bus.
3. Which bus line is closest to Federal Hill Park?
4. Which buses stop at Cathedral and Monument?
5. Which buses travel on Calvert Street?
6. If you were standing on Calvert and Redwood Streets, which bus would you take to Greenmount and Hillen?
7. If you lived on Druid Hill, which bus would take you into town?
8. Which bus would you take to travel from Jasper Street to Lexington and Fallsway?


METROCENTER BALTIMORE
INNER HARBOR
FEDERAL HILL PARK
KEY HWY.
PACA
BALTIMORE
PRATT
EUTAW
HOWARD ST.
HOPKINS
CHARLES
WOOD
ST.
SOUTH ST.
COMMERCE
WATER
GAY ST.
LOMBARD ST.
MARKET PL.
BALTIMORE STREET
STILES
FAWN
ALBEMARLE ST.
PRESIDENT ST.
CAMDEN ST.
LIGHT ST.
CHARLES ST.
SHARP ST.
HANOVER ST.
CONWAY
BARRE
PERRY
HILL
HUGHES
MONTGOMERY
LEE ST.
SOUTH ST.
HENRIETTA ST.
WHEELING
SOUTH BALTIMORE
WARREN AVE.
EUTAW ST.
BARRE ST.
CONWAY ST.
HAMBURG ST.


FAYETTE ST.
LEXINGTON ST.
JASPER
DRUID HILL
MARY
ORCHARD ST.
BIDDLE ST.
LINDEN
AVE.
TYSON
CLAY
SARATOGA
MULBERRY
FRANKLIN
CENTRE
MONUMENT
MADISON
READ
PARK
AVE.
ST.
HAMILTON
CATHEDRAL ST.
CHARLES CENTER
MT. VERNON
EAGER
ST. PAUL
PLEASANT
CALVERT
ST.
HUNTER
STREET
GUILFORD
AVE.
HOLIDAY
THE
GAY
HIGH
FRONT
EXETER
COLVIN
EAST
LEXINGTON ST.
FALLSWAY
LOW
FRONT
FAYETTE
EXETER
ORLEANS
HILLEN
OLDTOWN
GREENMOUNT AVE.
MC KIM ST.
HILLMAN ST.
HARFORD
VALLEY
ENSOR

B. Given a copy of the Boston to Washington Amtrak Schedule, the student will read and answer the questions by interpreting the schedule.

1. What is Amtrak?
2. Which train leaves North Philadelphia at 3:13 p.m.?
3. Which train has a streamlined, air-conditioned Rail Diesel car?
4. What is the fare between New York and Baltimore on the Metrocoach?
5. Which train arrives in Washington, D.C. at 5:00 p.m.?
6. What is the fare between Philadelphia and Baltimore on a Metroclub car?
7. What time does the latest train leave Trenton?
8. At what time does the Metroliner leave Boston?
9. What is the regular coach fare between Providence and Washington, D.C.?
10. Which trains stop at New London?
11. When does the New Englander arrive at New Haven?
12. Which train stops at Kingston?

Amtrak®

**SYMBOLS**

- *Metroliner* - Streamlined, high-speed luxury electric train.
- *Silverliner* - Streamlined electric train.
- Streamlined, air-conditioned Rail Diesel Car.

# BOSTON - PROVIDENCE - WORCESTER - SPRINGFIELD - HARTFORD - NEW HAVEN - NEW YORK - NEWARK - TRENTON - PHILADELPHIA - WILMINGTON - BALTIMORE - WASHINGTON

*(Eastern Daylight Time)*

Continued on next page ➔

| Train Number ⟶ | | 181 | 211 | [illegible] | 401 | 169 | 181 | [illegible] | 31 | 213 | [illegible] | 140 | 171 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Train Name ⟶ | | The New Englander | | | | The Minute Man | The Flying Yankee | | The National Limited | | | Bay State | The Southern Crescent |
| Frequency of Operation ⟶ | | Mo thru Sa | Su Only | Daily | Mo thru Fr | Daily | Su thru Fr | Daily | Daily | Daily | [illegible] Fr | ♣ Daily | Daily |
| Type of Service ⟶ | Miles from Bos. | ▭✕ Parlor | | | | ▭▣ Parlor | ▣ | | ▭✕⌂ | | | | ▭✕⌂ Parlor |
| BOSTON, MA (South Sta.)......Dp | 0 | 7 10 a | | | | 8 00 a | 9 00 a | | | | | 8 45 a | 10 00 a |
| BOSTON (Back Bay Sta.)........ | 1 | r 7 15 a | | | | r 8 05 a | r 9 05 a | | | | | r 8 50 a | r10 05 a |
| Route 128, MA.................. | 12 | 7 28 a | | | | 8 18 a | r 9 18 a | | | | | | 10 18 a |
| PROVIDENCE, RI................ | 44 | 8 04 a | | | | 8 54 a | 9 44 a | | | | | | 10 54 a |
| Kingston....................... | 71 | | | | | 9 20 a | | | | | | | |
| Westerly, RI..................... | 88 | | | | | 9 37 a | | | | | | | |
| Mystic, CT (Mystic Seaport) ⊕●. | 97 | ↓ | | | | 9 48 a | ↓ | | | | | | ↓ |
| New London...................... | 106 | 9 03 a | | | | 10 02 a | 10 34 a | | | | | | 11 53 a |
| Old Saybrook, CT................ | 124 | | | | | | 10 53 a | | | | | ↓ | |
| Via Inland Route | | | | | | | | | | | | | |
| Wellesley MA ⊕●.............. | 15 | | | | | | | | | | | f 9 00 a | |
| Framingham ⊕●............. | 21 | | | | | | | | Thru train to Kansas City | | | f 9 21 a | |
| WORCESTER.................. | 44 | | | | | | | | | | | 9 40 a | |
| SPRINGFIELD, MA............ | 98 | | | | 9 05 a | | | | | | | 11 00 a | |
| Thompsonville, CT (Enfield)⊕● | 106 | | | | 9 17 a | | | | | | | f11 12 a | |
| Windsor Locks ⊕●.......... | 111 | | | | 9 25 a | | | | | | | 11 20 a | |
| Windsor ⊕●................. | 117 | | | | f 9 34 a | | | | | | | | |
| HARTFORD.................. | 123 | | | | 9 [illegible] a | | | | Thru Sleeping Car to Los Angeles | | | 11 40 a | |
| Berlin (New Britain)............ | 133 | | | | 10 04 a | | | | | | | 11 54 a | |
| Meriden.......................... | 141 | | | | 10 15 a | | | | | | | 12 05 p | |
| Wallingford.................... | 147 | ↓ | | | 10 25 a | ↓ | ↓ | | | | | 12 15 p | ↓ |
| NEW HAVEN................Ar | 157 | 9 58 a | | | 10 45 a | 10 55 a | 11 28 a | | | | | 12 35 p | 12 45 p |
| NEW HAVEN................Dp | 157 | 10 08 a | | | → | 11 05 a | 11 28 a | | | | | → | 12 55 p |
| Bridgeport....................... | 174 | | | | | ③11 25a | | | | | | | |
| Stamford, CT.................... | 196 | ③10 49a | | | | | | | | | | | ③1 35 p |
| Rye, NY.......................... | 205 | | | | | ③12 01p | ↓ | | | | | | ③1 48 p |
| NEW YORK, NY (Penn. Sta.)...Ar | 232 | 11 40 a | ↷ | | | 12 45 p | 1 00 p | | | | | | 2 30 p |
| NEW YORK, NY (Penn. Sta.)...Dp | 232 | 12 00 n | 12 00 n | 12 30 p | | 1 00 p | → | 1 30 p | 1 45 p | 2 00 p | 2 30 p | | 3 00 p |
| NEWARK, NJ (Penn. Sta.)....... | 242 | 12 15 p | 12 15 p | | | 1 15 p | | r 1 42 p | 2 00 p | 2 15 p | 2 4[illegible] p | | 3 15 p |
| Elizabeth......................... | 247 | | | | | | | | | | | | |
| Rahway........................... | 253 | ↓ | ↓ | ↓ | | | | | | ↓ | | | |
| Metropark (Iselin).............. | 257 | 12 31 p | 12 31 p | r12 [illegible] p | | | | | | r 2 31 p | | | |
| Metuchen........................ | 259 | | | METROLINER | | | | METROLINER | | | | | |
| New Brunswick.................. | 265 | 12 42 p | 12 42 p | | | | | | | | | | |
| Princeton Jct (Princeton ♦)...... | 280 | 12 58 p | 12 58 p | | | ↓ | | | ↓ | ↓ | | | ↓ |
| TRENTON, NJ..................... | 290 | 1 00 p | 1 00 p | | | 2 00 p | | | 2 45 p | 3 04 p | | | 4 00 p |
| Bristol, PA....................... | 300 | | | | | | | | | | | | |
| North Philadelphia.............. | 318 | d 1 37 p | d 1 [illegible] p | ↓ | | ↓ | | ↓ | 3 13 p | d 3 34 p | | | ↓ |
| PHILADELPHIA, PA (30th St. Sta.) | 322 | 1 50 p | 1 50 p | 1 46 p | | 2 45 p | | 2 42 p | | 3 46 p | [illegible] | | 4 44 p |
| WILMINGTON, DE............... | 349 | | | 2 0[illegible] p | | 3 14 p | | 3 06 p | | | [illegible] | | 5 11 p |
| BALTIMORE, MD (Penn. Sta.).... | 417 | | | 2 [illegible] p | | 4 15 p | | 3 5[illegible] p | | | [illegible] | | 6 15 p |
| Capital Beltway, MD............ | 447 | | | d 3 18 p | | | | d 4 10 p | | | | | |
| WASHINGTON, DC...........Ar | 457 | | | 3 36 p | | 5 00 p | | 4 28 p | | | [illegible] | | 6 [illegible] p |

C. Given a copy of the TWA flight schedule from the Baltimore-Washington area, the students will read the schedule to answer a set of questions about each schedule.

1. Which airports are listed in the Baltimore-Washington area?
2. What time does a non-stop flight to Dayton leave? From which airport does it leave?
3. Via which city does the flight to Hong Kong travel?
4. What time does the last plane leave for Denver?
5. What time is the earliest Sunday flight to Indianapolis?
6. How many stops would the flight to Athens make?
7. Which flight would you take to attend a 9:00 p.m. meeting in Columbus?
8. Which airport offers flight service to Lisbon?
9. Which flight to Chicago is not scheduled for Saturdays?
10. Which airport does not offer flights to Kansas City?

# TWA from the Baltimore-Washington Area

| Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|
| **ALBUQUERQUE** | | | |
| N 8:00 AM | 11:26 AM | Via Chicago | ExSun. |
| I 8:30 AM | 11:26 AM | Via Chicago | ExSun. |
| N 10:20 AM | 1:28 PM | One-stop | Daily |
| N 1:55 PM | 6:12 PM | Two-stop | Daily |
| N 5:25 PM | 9:17 PM | One-stop | ExSat. |
| **ATHENS** | | | |
| D 7:10 PM | 2:25 PM | Two-stop | Daily |
| **BANGKOK** | | | |
| D 7:10 PM | 9:15 AM | Via Rome | Daily |
| **CHICAGO** | | | |
| N 8:00 AM | 8:49 AM | Non-stop | ExSun. |
| I 8:30 AM | 9:14 AM | Non-stop | ExSun. |
| N 10:20 AM | 11:09 AM | Non-stop | Daily |
| N 12:10 PM | 12:59 PM | Non-stop | Daily |
| I 12:15 PM | 12:59 PM | Non-stop | Daily |
| N 1:55 PM | 2:44 PM | Non-stop | Daily |
| N 3:55 PM | 4:51 PM | Non-stop | Daily |
| I 4:30 PM | 5:25 PM | Non-stop | Daily |
| N 5:25 PM | 6:27 PM | Non-stop | ExSat. |
| N 9:00 PM | 9:48 PM | Non-stop | Daily |
| **COLUMBUS** | | | |
| N 8:20 AM | 9:25 AM | Non-stop | ExSun. |
| N 4:40 PM | 5:49 PM | Non-stop | Daily |
| N 8:55 PM | 10:15 PM | Non-stop | ExSat. |
| **DAYTON** | | | |
| N 8:20 AM | 10:21 AM | One-stop | ExSun. |
| N 3:05 PM | 4:20 PM | Non-stop | Daily |
| N 8:55 PM | 10:58 PM | One-stop | ExSat. |
| **DENVER** | | | |
| N 7:30 AM | 10:06 AM | Via St. Louis | ExSun. |
| I 8:30 AM | 10:57 AM | Via Chicago | ExSun. |
| D 10:15 AM | 11:50 AM | Non-stop | Daily |
| N 11:20 AM | 1:48 PM | Via St. Louis | Daily |
| N 2:30 PM | 4:58 PM | One-stop | Daily |
| I 4:30 PM | 7:08 PM | Via Chicago | Daily |
| N 6:55 PM | 9:34 PM | Via St. Louis | Daily |
| **DUBLIN** | | | |
| D 5:10 PM | 9:20 AM | Via New York | Daily |
| **FRANKFURT** | | | |
| D 7:10 PM | 8:10 AM | Non-stop | Daily |

Schedules effective September 15.

Airport Codes: N – National
D – Dulles
I – Baltimore-Washington International

| Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|
| **GUAM** | | | |
| D 5:00 PM | 5:05 AM | Via Los Angeles | Daily |
| **HONG KONG** | | | |
| D 5:00 PM | 12:50 PM | Via Los Angeles | Daily |
| **INDIANAPOLIS** | | | |
| N 8:20 AM | 10:18 AM | Two-stop | ExSun. |
| N 11:15 AM | 11:40 AM | Non-stop | Daily |
| N 4:40 PM | 5:57 PM | One-stop | Daily |
| N 8:55 PM | 10:57 PM | Two-stop | ExSat. |
| **KANSAS CITY** | | | |
| N 8:00 AM | 10:35 AM | One-stop | ExSun. |
| N 10:20 AM | 12:47 PM | Via Chicago | Daily |
| N 11:15 AM | 1:21 PM | One-stop | Daily |
| I 12:15 PM | 3:42 PM | Via Chicago | Daily |
| N 3:55 PM | 6:47 PM | One-stop | Daily |
| N 6:55 PM | 9:33 PM | Via St. Louis | Daily |
| N 9:00 PM | 11:30 PM | One-stop | Daily |
| **LAS VEGAS** | | | |
| N 7:30 AM | 10:00 AM | One-stop | ExSun. |
| I 8:30 AM | 11:28 AM | Via Chicago | ExSun. |
| N 11:20 AM | 1:54 PM | One-stop | Daily |
| I 12:15 PM | 2:54 PM | Via Chicago | Daily |
| D 4:05 PM | 7:05 PM | One-stop | Daily |
| I 4:30 PM | 7:48 PM | Via Chicago | Daily |
| **LISBON** | | | |
| D 5:10 PM | 8:40 AM | Via New York | Daily |
| **LONDON** | | | |
| D 5:10 PM | 7:40 AM | Via New York | Daily |
| **LOS ANGELES** | | | |
| I 8:30 AM | 12:03 PM | One-stop | ExSun. |
| D 11:45 AM | 2:00 PM | Non-stop | Daily |
| I 4:30 PM | 8:05 PM | Via Chicago | Daily |
| D 5:00 PM | 7:21 PM | Non-stop | Daily |
| N 9:00 PM | 1:23 AM | Two-stop | Daily |
| **MADRID** | | | |
| D 5:10 PM | 8:00 AM | Via New York | Daily |
| **ST. LOUIS** | | | |
| N 7:30 AM | 8:23 AM | Non-stop | ExSun. |
| N 9:45 AM | 10:41 AM | Non-stop | Daily |
| N 11:20 AM | 12:16 PM | Non-stop | Daily |
| N 2:30 PM | 3:23 PM | Non-stop | Daily |
| N 6:55 PM | 7:53 PM | Non-stop | Daily |
| **SAN FRANCISCO** | | | |
| D 9:00 AM | 11:33 AM | Non-stop | Daily |
| I 11:45 AM | 2:10 PM | Non-stop | Daily |
| D 5:40 PM | 8:16 PM | Non-stop | Daily |
| N 9:00 PM | 3:08 AM | Via Los Angeles | ExSat. |

# GOAL II

# READING OBJECTIVES:

# LOCATING REFERENCES

## GOAL II: LOCATING REFERENCES

*Objective 2101: Students will read to locate references within a textbook for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

### Suggested Activities

A. Given a worksheet with part of an index from a textbook and questions relating to the index, the student will read the index to locate references within the index and answer the multiple choice questions.

- Wood, Robert Williams (American physicist) W:326
- Wood alcohol (chemical) W:326
    - Alcohol (other alcohols) A:319
    - Chemistry (organic compounds) C:322
    - Forest and Forest Products (table) F:341
    - Hydrogen (hydrogen compounds) H:413
- Wood anemone (plant) W:327
- Wood-block Print (art)
    - See also Woodcut in this index
    - Block Printing B:322
- Wood barer
    - Beetle (kinds of beetles) B:170-173 with picture
- Wood Buffalo National Park
  (Alberta-Northwest Territories)
    - Canada (National Parks) C:94
- Wood duck (bird) W:283
- Wood engraving (art)
    - Engraving (wood engraving) E:258
    - Japanese Print J:46
- Wood frog
    - Animal picture on A:454
    - Frogs (kinds of frogs) F:466

12. A wood frog is listed. What other kind of animal is listed?

    A. Wood bird
    B. Wood reptile
    C. Wood rat

B. Given a section from a glossary and a worksheet on locating references within a glossary, the student will read the glossary to answer the multiple choice questions.

SAMPLE GLOSSARY

jade (jad) 1. to wear out; 2. a semi precious stone often green

jerk (jerk) 1. to dry out in the sun; 2. to preserve

jet sam (jet sam) goods thrown overboard from ships

jet ty (jet ti) a place to land a boat

keel (kel) 1. to faint; 2. to fall suddenly; 3. the main bottom timber that extends the length of a boat

kin (kin) relatives

koek je (kuk y ) a Dutch word meaning little cake

lad ing (lad ing) a load

La Mo li na (la mo le n ) a resort in Spain in the Pyrenees Mountains

Lan-cas ter (lang kas ter) a city in Pennsylvania

Lat in (lat en) the language used by ancient Romans.

lee (le) the protected side

loath (loth) unwilling

SAMPLE QUESTIONS

What is the meaning of the word keel?

    A. To fall suddenly
    B. Relatives
    C. To wear out

After which word below is the word jetty entered?

    A. Jerk
    B. Jade
    C. Jetsam

Some words have more than one meaning. How many meanings for the word jade does this glossary list?

    A. 1
    B. 2
    C. 3

C. Given an index from a book, the student will be able to answer the questions on a worksheet about the index.

Directions: Type a worksheet containing an index and questions like the sample below.

Index

Corn, 50-7
    bread, 56-7
    corncobs, 98
    hominy, 54
    meal, 55-6
    parched, 56
    planting, 54
    pudding, 54
    soups, 55
    succotash, 53

1. What page might tell about the care of growing corn?

a. Page 98    c. Page 52
b. Page 50    d. Page 54

2. What page tells about corn pudding?

a. Page 98    c. Page 57
b. Page 50    d. Page 54

3. What page would tell how to make succotash?

a. Page 56    c. Page 53
b. Page 51    d. Page 52

4. What would you read about on page 56?

a. Bread    c. Pudding
b. Hominy    d. Soups

5. What page would tell about grinding corn?

a. Page 55    c. Page 51
b. Page 53    d. Page 50

D. Using the table of contents from a textbook, the student will be able to answer the questions on a worksheet containing the sample table of contents and questions as shown below.

Unit II. Moving West

Daniel Boone, Frontiersman ............. 85

The Wagon Train ....................... 96

Building a New Home ............... 104

Meeting the Indians ............... 114

Unit III. On To The Pacific

Crossing the Plains ............... 128

Dry and Thirsty ................... 131

Through the Rockies ............... 149

Our Goal at Last .................. 158

Diggings at Dry Gulch ............. 167

1. Which story would you read to find the way early settlers traveled?
2. Which story may tell about life in a teepee?
3. Which story would you be reading on page 94?
4. Which story could be about a desert?
5. Which word in the title "Diggings at Dry Gulch" tells you it could be about mining for gold?
6. Which story will tell you about a man famous in history?
7. Where might you find information about hunting for mountain lions?
8. On which page will "Our Goal at Last" end?

E. Given a glossary from a textbook, the student will be able to locate the answers to the incomplete statements and complete the worksheet.

Directions:

1. In the exercise below, read the glossary.
2. Read the incomplete statements.
3. Find the answers in the glossary.
4. Fill in the blanks.

Sample Exercise

Planet - a body of matter of significant size revolving around the sun

Satellite - a body of matter traveling in orbit around another which controls its movement. The earth is a satellite of the Sun, just as the moon is a satellite of the Earth.

Solar System - a system of planetary bodies traveling in orbit around a star or a system of stars.

1. A ________________ travels in orbit around a body of matter which controls its movement.

2. A body of matter of significant size is a ______________.

3. A group of planets traveling around a star is a ________.

## GOAL II: LOCATING REFERENCES

*Objective 2102: Students will read to locate references within a tradebook for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

Suggested Activity

A. Given a glossary from a tradebook, the student will find the meaning of words in order to play a game.

Make a game board similar to that of Candy Land. On most of the squares will be written words from one of the tradebooks. A few of the squares will be bonus squares giving free moves or extra squares. Pupil throws the dice, moves to designated square, and must find the meaning of the word. He must complete the meaning within the time limit. (egg timer) If he doesn't complete the task within the time, he loses a turn.

## GOAL II: LOCATING REFERENCES

*Objective 2103:* *Students will read to locate references within a job manual for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

Suggested Activities

A. Given a handbook for retail store employees, the student will read the introduction to answer true-false questions.

### Introduction

Every successful and profitable business must adopt certain standard policies and procedures which must be followed by its employees for the mutual benefit of the employees and the company as well. Whether you are a salesman, office clerk, collector, serviceman, or stockman, you are entrusted with the proper care and handling of money and/or merchandise belonging the Western Auto Supply Company. Western Auto has established certain requirements considered necessary for the protection and benefit of every employee and the Company. Each employee is expected to comply with these requirements at all times by conducting himself in such a manner so as to reflect credit upon himself and the Company of which he is a part.

These requirements have been established to protect the Company against losses and to protect the integrity of all employees. Your continued employment and advancement with Western Auto depend upon your understanding of the established requirements and your efforts in complying with these requirements at all times.

### Sample Exercise

Read the statements and circle T if the statement is true or F if the statement is false.

1. If an employee follows the company's policies and procedures, both he and the company will benefit. T F
2. When the company hires anyone, it shows it entrust him with its merchandise or money. T F
3. Misbehavior by an employee reflects only on himself. T F
4. An employee will advance in the company if he follows its policies and procedures and does a good job. T F

B. Given a handbook for retail store employees, the student will utilize the headings and subheadings to locate information to complete statements given on a worksheet.

Directions: Read the headings and subheadings of the handbook to locate the information necessary to complete the following statements easily and quickly. Write in the information needed to complete the statements.

1. Cash handling requirements have _________ sections to study.

2. Cash receipts in any form must be under the care of the employee receiving them until they are ____________________.

3. A safeguard for checking the accuracy of the cash money or change you handle is that the funds are ___________________.

4. Cash shortages or cash coverages show_______________________.

5. A professional shopper's job is to ______________________.

6. Employees must park their cars ____________________________.

C. Using a copy of a page from an automotive workshop manual, the student will read the section on general checks, locate the references mentioned in this section, and write the references on his worksheet.

# VW1600 Automatic Transmission – Checking Operation $H_{22}$

A certain amount of experience with automatic transmissions and knowledge of the working principles is an advantage when assessing the functioning of the VW 1600 automatic transmission and trying to locate defects. Otherwise it is advisable to use another vehicle on which the automatic transmission is known to be working properly as a means of comparison.

For the operation of the transmission, it is essential that the engine is running properly (idling, transfer, ignition setting). Inadequate engine output due to incorrect adjustments or defective parts can, in certain circumstances, give the impression that something is wrong with the automatic transmission. For this reason, always check the engine and rectify any incorrect adjustments before starting to look for defects in the transmission.

**Important**

All work on the vehicle which entails running the engine must only be carried out with the selector lever at 0 and the handbrake properly applied. The only exceptions are in the case of pressure testing and when checking the stall test speed.

**The following equipment is required to test the automatic transmission:**

1 - Pressure gauge with connecting hose and a range of **0—350 psi** for measuring the main pressure.

2 - Pressure gauge with connecting hose and a range of **0—140 psi** for measuring the primary throttle pressure.

3 - Electronic rev counter for the engine speed.

## a - General checks

The following operations should be carried out before every transmission check and if defects are found they must be rectified before proceeding any further

1 - Check engine settings.

2 - Check transmission oil level. See Section H/22, page 1-1.

3 - Check adjustment of selector lever cable. See Section H/23, page 1-4.

4 - Check operation and adjustment of kick-down switch. See Section H/22, page 1-1.

When checking the oil level, **the appearance of the oil and the smell should also be checked.** Burnt friction linings will make the oil smell burnt. Dirty oil can cause trouble in the hydraulic control system. Too much or too little oil can also affect the operation of the transmission. The oil level should, therefore, be checked very carefully in order to avoid unnecessary repair work.

GOAL II: LOCATING REFERENCES

*Objective 2105: Students will read to locate references within a newspaper for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

Suggested Activities

A. At a center on using the newspaper index to obtain information, the student will complete the work of the center day, recording his answers on paper.

Index

| | | | |
|---|---|---|---|
| Amusements | C 7 | Metro | B 1 |
| Classified | Cc15 | Movies | C 16 |
| Comics | B 16 | Obituaries | B 9 |
| Crossword | B 4 | Outdoors | D 9 |
| Editorials | A 30 | Religion | D 17 |
| Federal Diary | B 17 | Sports | D 1 |
| Financial | D 10 | Style | C 1 |
| Garden | B 11 | TV - Radio | C 14 |

Directions:

1. Look over the index.
2. Put your name, the number of the activity, and the title of the station on the top of your paper.
3. Answer the following questions.
4. When you are finished, come and get the answers to check your paper.

Questions:

1. In what section would you find something about a new book?
2. Where would you find puzzles?
3. Where would you find something about recreation?
4. In what section would you find news about the stock market?
5. In what section would you find about something that happened in the past?

6. Where would you find what is playing at the movies?

7. In what section would you find out about your favorite basketball, football, or baseball team?

8. What would you find in section A-30?

B. Given an index clipped from a local newspaper, the student will be able to answer multiple choice questions about the index.

Directions: Provide a copy of an index from a local newspaper and prepare a set of multiple choice questions similar to the sample below.

Sample Index

INDEX 68 pages 4 sections

| | | | |
|---|---|---|---|
| Amusements | B6 | Financial | D10 |
| Classified | C7 | Metro | C 1 |
| Comics | B8 | Obituaries | C 6 |
| Crossword | B4 | Sports | D 1 |
| Editorials | A20 | Style | B 1 |
| Fed. Diary | B9 | TV-Radio | B 5 |

1. Where are radio programs listed?
   (1) Page B 5
   (2) Page B 1
   (3) Page D 1
   (4) Page D10
   (5) Not listed. Tune in tomorrow.

2. People who are hiring workers advertise in:
   (1) Amusements
   (2) Classified
   (3) Editorials
   (4) Financial
   (5) Obituaries

3. Sports news is:
   (1) In A section
   (2) In B section
   (3) In C section.
   (4) In D section
   (5) Not in this paper

4. Articles about local people who have died recently would be found:
   (1) In A section
   (2) In B section
   (3) In C section
   (4) In D section
   (5) Nowhere. Newspaper don't talk about the dead.

5. Theater listings (for local movies or plays) would be found:
   (1) In A section
   (2) By calling telephone operator
   (3) In B section
   (4) In C section
   (5) In D section

## GOAL II: LOCATING REFERENCES

*Objective 2106:* *Students will read to locate references within a magazine for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

### Suggested Activities

A. Given a Table of Contents from a magazine, the student will read to locate references within the magazine and then record the page number of the articles on a worksheet.

Directions: The table of contents below gives the name of each article and page number on which you will find each one. Finish the sentences below by writing the correct number in each blank.

CONTENTS

May 6, 1974 *Volume 40, No. 18*

20 The Pro Football Revolution
*Nine radical rule changes designed to rouse the game from its lethargy will anger some people and delight others*

24 Double-Barreled Derby Threat
*Trainer Woody Stephens' two-horse entry of Judger and Cannonade is favored to win the 100th Kentucky Derby*

26 A Bogey! Play It Again, Sam
*Among the giants at the Tournament of Champions was Sam Adams, who won the 1973 Quad Cities*

28 They Should Call It Sockey
*The Flyers-Rangers cup semifinals had more violence than skill as New York bounced back from a mauling*

34 King of the Road on Two Wheels
*National motorcycle champion Kenny Roberts may be just a mite small but he makes a mighty roar*

40 He's Got the Formula Right Here
*Bowler Carmen Salvino thinks of his arm as a pendulum. Once everyone thought he was some kind of yo-yo*

48 Right Place at the "Wrong" Time
*A case in photographs for the pleasure to be found when summer places are visited before summer comes*

76 All Red, So Help Them Henna
*The girls dye their hair and play basketball 200 nights a year, humiliating teams of out-of-shape men*

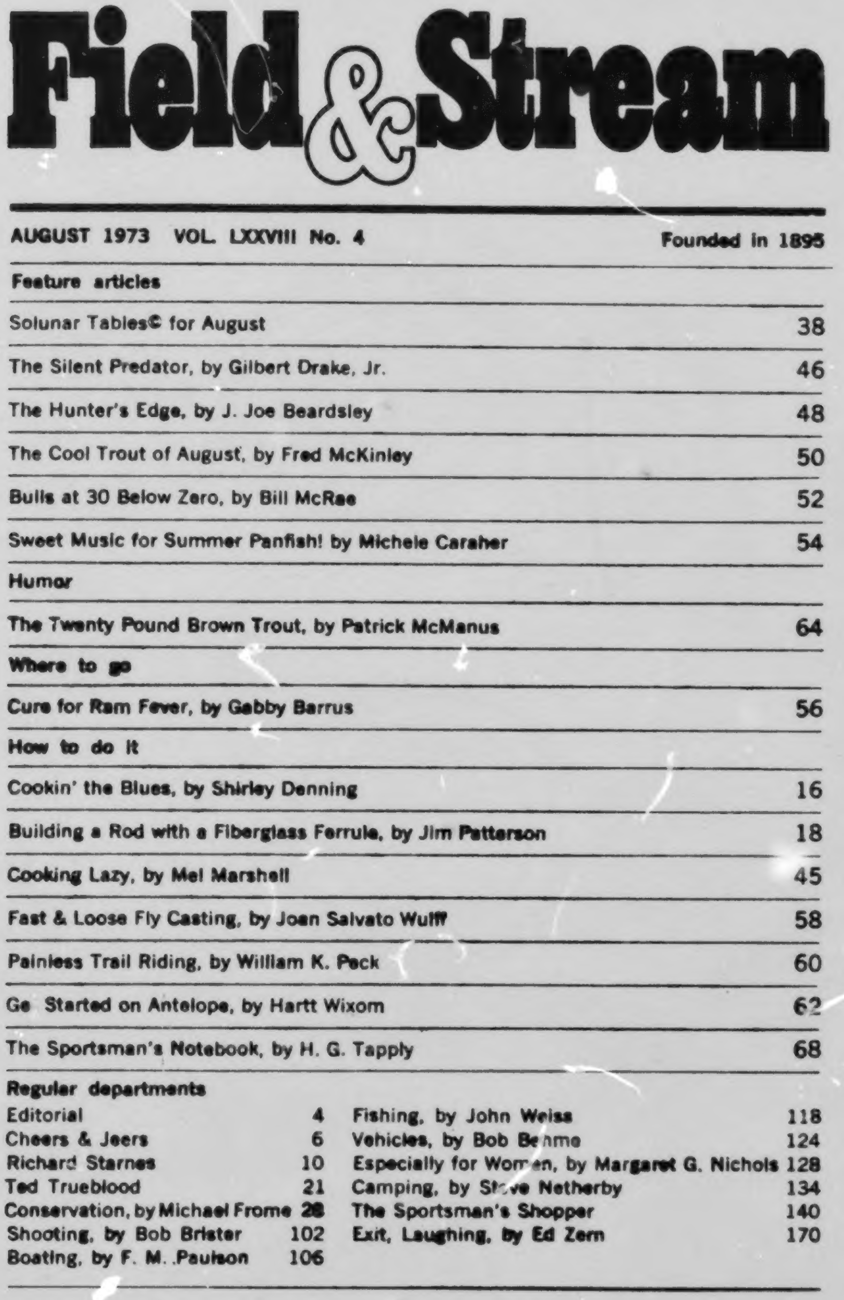
## Sample Questions

1. The article about women basketball players who must dye their hair red is on page ___________.

2. On which page will you find an article on the pro football revolution? ________________.

3. The National Motorcycle Champion, Kenny Roberts, is called the "King of the Road." On which page will you find an article about him? _____.

B. Given a Table of Contents from a magazine, the student will read to locate the references within the magazine and then answer multiple choice answers on a worksheet.



# Field & Stream

AUGUST 1973 VOL. LXXVIII No. 4 Founded in 1895

**Feature articles**

Solunar Tables© for August 38

The Silent Predator, by Gilbert Drake, Jr. 46

The Hunter's Edge, by J. Joe Beardsley 48

The Cool Trout of August, by Fred McKinley 50

Bulls at 30 Below Zero, by Bill McRae 52

Sweet Music for Summer Panfish! by Michele Caraher 54

**Humor**

The Twenty Pound Brown Trout, by Patrick McManus 64

**Where to go**

Cure for Ram Fever, by Gabby Barrus 56

**How to do it**

Cookin' the Blues, by Shirley Denning 16

Building a Rod with a Fiberglass Ferrule, by Jim Patterson 18

Cooking Lazy, by Mel Marshell 45

Fast & Loose Fly Casting, by Joan Salvato Wulff 58

Painless Trail Riding, by William K. Peck 60

Ge Started on Antelope, by Hartt Wixom 62

The Sportsman's Notebook, by H. G. Tapply 68

**Regular departments**

Editorial 4
Cheers & Jeers 6
Richard Starnes 10
Ted Trueblood 21
Conservation, by Michael Frome 28
Shooting, by Bob Brister 102
Boating, by F. M. Paulson 106
Fishing, by John Weiss 118
Vehicles, by Bob Behme 124
Especially for Women, by Margaret G. Nichols 128
Camping, by Steve Netherby 134
The Sportsman's Shopper 140
Exit, Laughing, by Ed Zern 170

Directions: Use the table of contents to answer the following questions. Circle the letter of the best answer.

1. Bill McRae has written a feature article on page 52 about

   a. "The Twenty Pound Brown Trout"
   b. "The Silent Predator"
   c. "Bulls at 30 Below Zero"
   d. "Cheers and Jeers"

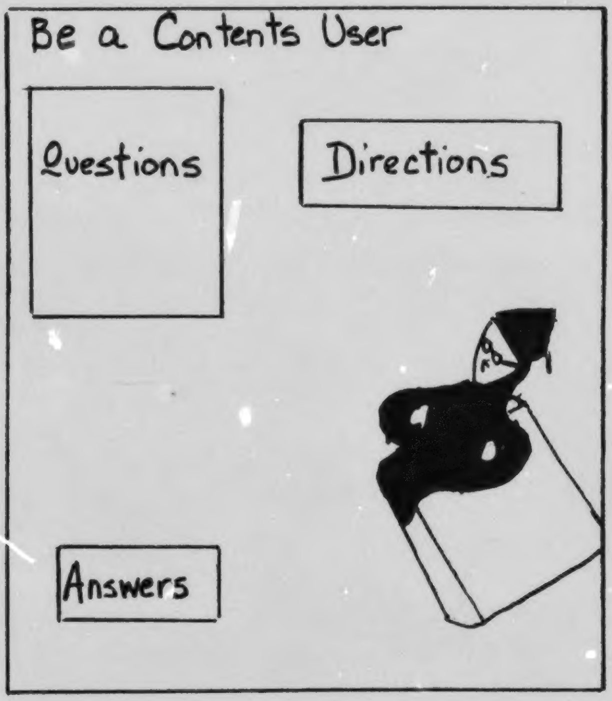
2. Which of the following pages is not an article on "How to do it"?

   a. Page 68
   b. Page 16
   c. Page 58
   d. Page 48

3. On page 134 there is an article entitled "Camping." Who wrote the article?

   a. John Weiss
   b. Steve Netherby
   c. H. G. Tapply
   d. Gabby Barrus

C. At a center, the student will show he is able to use the table of contents of a magazine as an aide in locating information by completing the activities in the center.



Directions:

1. Use the magazine below.
2. Write the page numbers on which you would most likely find the information.
3. Look at the page in the magazine.
4. Write the answer to the question.
5. Check your answer.

Questions:

1. Why is San Diego an important trading center?
2. What is the Moscow Metro?
3. How do natural resources help people decide what kinds of houses to build?

These questions are samples of the type that can be developed from any table of contents.

Materials:

poster board, contact paper, construction paper for question and direction cards, textbook

## GOAL II: LOCATING REFERENCES

*Objective 2107: Students will read to locate references within an almanac for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

Suggested Activities

A. Given an index from an almanac and a worksheet on locating references within an almanac, the student will read the index and answer the multiple choice questions.

| | |
|---|---|
| Magellan (1520) | 227,756 |
| Guam, discovers | 679 |
| Magna Carta (1215) | 226 |
| Magnetic poles of the earth | 193 |
| Mail-order house (sales) | 143 |
| Mailing information | 947-952 |
| Maine | 660 |
| Admission, area, cap. | 660,687 |
| Agriculture | 103-107, 109, 110 |
| Birth, Death statistics | 72, 80 |
| Counties (seats, areas) | 229 |
| Lake, largest | 771 |
| Name, origin of | 680 |

| | |
|---|---|
| Maine, Battleship (1898) | 237 |
| Majorca, Island | 553 |
| Makarios, Pres., see Cyprus | |
| Malacca Malaya | 539 |
| Malagasg Republic | 538,576 |
| Malaita Island, Solomons | 568 |
| Malawi | 539,576 |
| Malay Sea (area, depth) | 770 |
| Malaysia | 539,576 |
| Malta | 540,576,765 |
| Manufacturers | 137-145 |
| Employees, firms (number) | 137 |
| Exports, imports | 121 |

Sample Questions

1. Betty wants to know how Maine got its name. Where should she look?

   A. Page 680
   B. Page 660
   C. Page 687

2. What information about Malay Sea can Bill find on page 770?

   A. Information about its imports
   B. Information about its name
   C. Information about how deep it is

B. Given an almanac index, the student will be able to locate and record answers to the questions.

Directions: Provide copies of an index and questions for the student to answer.
Use the almanac index in the box to answer the questions.

| | |
|---|---|
| Netherlands, New (1624) | 616,772 |
| Netherlands | 544 |
| Area, capital, population | 544 |
| Cities (population) | 583 |
| Gold reserve | 89 |
| Indonesia independence | 529 |
| Painters, noted | 259 |
| Rulers | 251 |
| Netherlands Antilles | 545 |
| Netherlands Guiana (Surinam) | 545 |
| Nevada | 675 |
| Admission, area cap. | 675,700 |
| Counties (seats, areas) | 452-454 |
| Lake, largest | 383 |
| Las Vegas | 675 |
| Name, origin of | 692 |
| Taxes | 98-107 |
| Territory | 675 |
| Navis Island (W. Indies) | 569 |
| Newark, N. J. | |
| Addonizio, Hugh | 932 |
| Gibson, Kenneth | 926 |
| New Hampshire | 676 |
| Admission, area cap. | 676,700 |
| Agriculture | 129-135,140 |
| Counties (seats, areas) | 454 |
| Lake, largest | 383 |
| Museums, attractions | 676 |
| Taxes | 98-107 |
| New Haven, Conn. | 615 |
| Museums, attractions | 615 |
| Panther trials | 913,923,934 |
| New Hebrides | 385,521,571 |
| New Ireland Island n | 385,501 |
| New Jersey | 676-677 |
| Agriculture | 129-135,140 |
| Bridges | 394-396 |
| Counties (seats, areas) | 454 |
| Lake, largest | 383 |
| Museums, attractions | 676 |

Sample Questions

1. Jane wants to know the rulers of the Netherlands. Where should she look?
2. What information about New Hampshire can Jack find on Page 454?
3. On what page can information about farming in New Jersey be found?

C. Given an almanac, the student will read the information and do a dittoed exercise.

Sample Exercise

1. Find an entry that would probably remain the same in the almanac of the following year.

2. Find one that would probably have only a few changes or additions.

3. Find an entry that might have to be completely revised.

4. List five charts of information found in your almanac (Titles of charts or tables).

D. Given an almanac, the students will work in pairs to locate an unusual fact, and record the fact and the index information. (This could be a fun activity to share with the whole class.)

E. Divide the class into small teams. Give each team an almanac and some trivia questions. The team that locates the answers and records the page numbers of the answers firts, is the winner.

## GOAL II: LOCATING REFERENCES

*Objective 2108:* *Students will read to locate references within a phone book for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

Suggested Activities

A. Given a telephone book the student will use the information on the inside cover to complete a worksheet on Emergency Numbers.

### EMERGENCY NUMBERS

DO NOT WRITE ON THIS PAPER

Use the inside cover of a telephone book to find the answers to the following questions.

1. What number do you call in ______ County to report a fire?
2. If you needed an ambulance in ____ County, what number would you call?
3. What number would you call to get the Coast Guard?
4. If you wanted to report a forest fire, what number would you call?
5. Where is the FBI located for people living in Maryland?
6. If you needed the state police in ________ County, what number would you call?
7. If you wanted to call the US Secret Service in Baltimore, what number would you call?
8. If you needed the _______ County sheriff, what number would you call?
9. In any emergency, if you do not know the correct number, who can you always call?
10. Why is the number for the fire and ambulance in ________ County the same number?
11. Why is there no telephone number listed under Doctor?

B. Given the Yellow Pages and a worksheet in alphabetical order the student will complete the worksheet using information he has gained from the phone book.

## ALPHABETICAL ORDER

1. Put the following listing in alphabetical order:

   Carpet
   Doctors
   Siding
   Windows
   Auto Parts
   Real Estate
   Insurance
   Veterinarians
   Tractors
   Wells
   Service Stations
   Loans
   Beauty Salons
   Churches
   Clothing

2. List the following businesses as you would find them in the white alphabetical listings:

   Dean Lumber and Supply (Lumber yards)

   Center Gardens Apartment (Apartments)

   Dennis Point Marina (Marinas)

   Gibralter Industries (Builders)

3. Now list them as you would find them in the yellow pages.

4. All places that sell prepared food are listed in the yellow pages under the heading "Restaurants." List the following restaurants as you would find them in the yellow pages:

   Lenny's

   Fisherman's Inn

   Abell's Steak House

   Duke's

   Triple R Carry-out

   Halfway House

   Clayton Marina

   Evan's Seafood

   Chicken House

5. Take the restaurants listed in question 4 and write their correct telephone number and location as you find them listed in the yellow pages.

   1.

   2.

   3.

   4.

   5.

6.

7.

8.

9.

C. Given a telephone book and a worksheet on locating references within a phone book, the student will complete the worksheet.

### HOW IS YOUR NAME WRITTEN?

1. Find these names in the directory and write the guide words found on that page.

   Addison, Margaret

   Allman, Myron K.

   Ampt, Eric

2. If you wanted to find the phone number for St. Mary's County Memorial Library, would you look under B for books, L for library, or S for St. Mary's? Locate the phone number for the library and write it and the page number on which you found it.

3. Would you look for St. Mary's numbers with the SA's or St's? Check the directory and tell where they are found.

4. Find and write the number for the post office in Morganza. Would you look under P? Explain.

### WHAT'S YOUR BUSINESS?

Places of business very often list several numbers. Here is an example of a listing you may find in your telephone directory:

Charles County Concrete Co., Inc.
  Waldorf ...................... 645-5633

  Waldorf ...................... 654-5635

  Lexington Park ............... 863-7085

1. What did you learn from this listing?

2. What kind of business is it?

3. When would you call the second telephone number?

4. Find some other listings like these in your telephone directory List five of them from page 23 in your directory.

D. At a center on locating references within a phone book, the student will utilize a phone book to answer the questions given and fill in a dittoed chart.

## USING THE TELEPHONE DIRECTORY

The best way to use the telephone directory efficiently is to practice using it. Look up the name, address, and telephone number for the places below and then fill in the ditto.

1. Baltimore Gas and Electric - Emergency Number
2. Sun Cab Co.
3. Baltimore Civic Center
4. New Theater
5. Greyhound Bus Terminal
6. Morris Mechanic
7. Hutzler's
8. Hess Shoes - Bargain Box
9. University Hospital
10. Amtrack

Ditto Chart

| Name of Place | Address | Phone Number |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

E. Given a Personal Telephone Book (may be obtained free from local telephone company) and a worksheet, the student will use the telephone directory to record the telephone numbers in his Personal Telephone Book.

Sample Items

1. Your home number.
2. Your doctor's number.
   a. Office number
   b. Home number

3. Your dentist's number.

4. The drugstore number nearest your home.

5. The number of your father's place of employment.

6. The number of your mother's place of employment.

7. Your school's number.

8. Your public library's number.

9. The number of your favorite boy friend and girl friend.

F. Given the local telephone directory, the student will be able to use the table of contents to answer the questions on a chart and record his answers on an answer sheet.

Directions: Provide copies of the local telephone directory. Write the questions on a chart. Provide an answer sheet.

Sample Questions

1. What page would you turn to if you wanted to:
    a. Call another party on your line.
    b. Find out the correct time.
    c. Learn the weather forecast.
    d. Report an out-of-service number.
    e. Ask a question about your bill.
    f. Report annoying calls.

2. How many local areas are within your calling area.

3. If you wanted to call City A would it be a toll call?

4. What local area would you live in if the first three numbers of your phone were 730, 461, ___ ___ ___?

5. How would you call another party on your line?

6. How would you report a need for repair service?

7. Looking at the area code map, answer the following:
    a. What state would you live in if you area code was 208, 913, or 703?
    b. What time zone would you live in if your area code was 301, 808, 303, 913, 506, or 304?

8. How much would it cost you to make a three minute call from Los Angeles to Baltimore.
    a. Monday - Friday, 8:00 a.m. - 5:00 p.m.?
    b. Any night, 11:00 p.m. - 8:00 a.m.?

G. Given a phone book the student will locate given guide words and complete the worksheet.

GUIDE WORDS

Find the guide words Roberts-Rowe. Which of the following names would you expect to find on this page?

Rogers, Robinson, Ross, Robey,

Russell, Ryce,

Correctly place the ones you would find on this page between the guide words.

Which of these names would you find listed first in the directory?

Moore, B. Gerry or Moore, B. Gary

H. Given a copy of the yellow pages of the phone book, the student will be able to use the heading to locate the answers to a set of questions.

Directions: Provide a copy of the Yellow Pages of the local phone book. Provide a list of topics for the students to locate using the headings of the yellow pages.

SAMPLE

Under which main heading might you find:

a. A Health Salon
b. Specialists in swimming pool lighting
c. A door-to-door milkman
d. Chinese carry-out food service
e. Baby diaper service
f. A cab to take you to the bus station
g. Where to get a woman's haircut

To obtain materials:

1. Check the Elementary Resource File for third grade.

2. Check the Business Education Resource File.

3. Contact your local Telephone Business Office.

## GOAL II: LOCATING REFERENCES

*Objective 2109: Students will read to locate references within a catalog for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings and subheadings.*

### Suggested Activities

A. At a center the student will choose one item from a group of similar items that they wish to purchase and will locate information from a catalog to answer the questions given.

Directions: Choose the item you particularly like. Then answer these questions.

1. On what page is the item located?
2. Why did you choose this item over the other one?
3. What is the difference in cost?
4. What is the price of the one you chose?
5. How much would two of these items cost?
6. What is the catalog number?
7. What color would you like?
8. How much does it weigh?

B. At a center where the student is given a sales catalog and a $100.00 play check, he will locate merchandise in the catalog which he pretends to purchase and then complete a sample order form.

C. Given a worksheet to check the student's understanding of a catalog, the student will list the items in alphabetical order as they would be found in an index.

Sample Worksheet

If you were looking up these items in a catalog, under which letters would they be listed? Put them in separate lists under each letter.

silverware
paints
mini-bikes
radios
wheels
speakers

ropes
watches
mirrors
motors
sportswear
sofas

welders
robes
wigs
sleepwear
power tools
autoparts

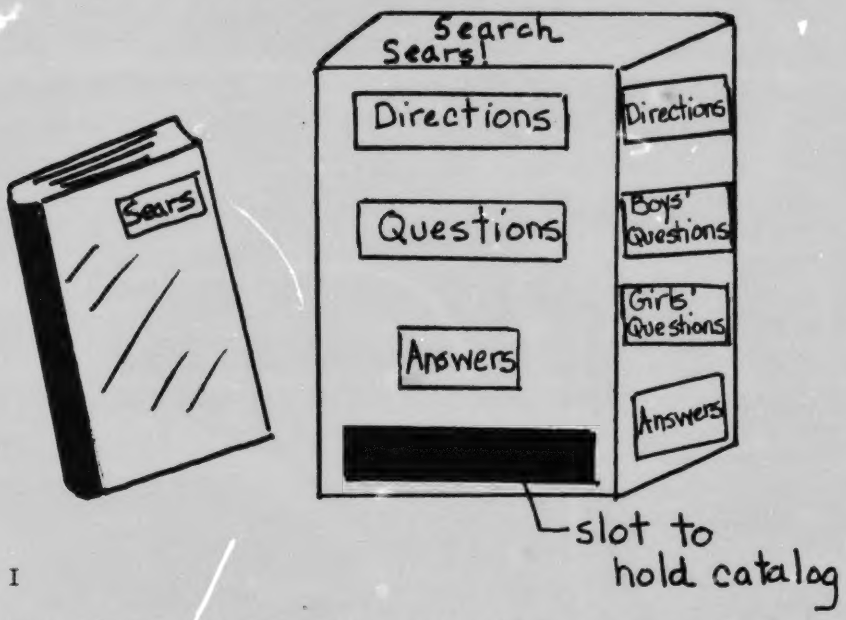
rifles
wire
pumps
rings

D. Given an index page from a sales catalog and a worksheet on locating items in the index, the student will use the index page to record the page number on the worksheet.

| Item | Page |
|---|---|
| 1. BOYS' TENNIS SHIRTS | |
| 2. TALL MEN'S WORK SHIRTS | |
| 3. BOYS' SHOES | |
| 4. CHUBBY GIRLS' SHORTS | |
| 5. SHOCK ABSORBERS | |
| 6. TENNIS SHOES | |
| 7. SHORT WAVE RADIOS | |
| 8. STOUT MEN'S UNDERWEAR | |
| 9. MEN'S WESTERN SHIRTS | |
| 10. BOWLING SHOES | |
| 11. BABY UNDERWEAR SHIRTS | |
| 12. MEN'S GOLD SHOES | |
| 13. MISSES' SHORTS | |
| 14. SHOOTING EQUIPMENT | |
| 15. YOUNG TEEN'S SHORTS | |

E. By completing the activities at the catalog center, the student will show he is able to locate information, use the index, record descriptions, and exercise judgement.

SAMPLE CENTER IDEAS


Search Sears!
Sears
Directions
Questions
Answers
Directions
Boys' Questions
Girls' Questions
Answers
slot to hold catalog

Part I

Directions: Use your own paper. Write your name and the date at the top. Answer the following questions and then check your answers:

1. Look at the front cover of the catalog. Where does the index begin?
2. Turn to the index. Look at the list of general information. On what page will you find shipping.information?
3. On page 599, find the phone number of the Arlington, Virginia store?
4. Look through the information section (pages 549-608). On what page will you find out how to measure for draperies?
5. Find the size chart for little boys and girls, page 592. If a little boy is 42 inches tall and weights 45 pounds what size should you order?

Part II

Directions: Girls! Answer the girls' list of questions.
Boys! Answer the list marked boys.
Write your answers on your paper.

Part III

Directions:
1. Use this catalog to make up and answer two questions of your own.
2. Write these two questions and answers on your paper.
3. Put your completed paper in the pocket below.

Boys

1. Which canoe would you buy from Sears? Tell the name, price, page, and why you selected it.
2. How much is Sears finest 10-speed racer?
3. Dress shirts: What is the catalog number for Sears Best Striped Knit -- short sleeve (tapered), brown, $7.99?
4. What is the cheapest fielder's glove you can buy from Sears?
5. You have $16.50. You have to buy two basketballs alike. Write the catalog number of the best red and white basketball you can afford.
6. Mr. Jones has a Sears Diehard Battery. He bought it two months ago. It will not hold charge. Can it be replaced free? What page is it on?

Girls

1. Can you buy a blender from $13.50?
2. Page 141: How much would this versatile poplin coat cost: size 14T with a zip-liner?
3. You have $15.00. Spend as much of it as you can. Choose a dress from page 79. Write its catalog number, weight, price.
4. What size is this camera film?
5. Of what kind of material is Sears Best Bath Carpet Cloud Supreme made? What page is it on?
6. Pages 1313 - perma-prest muslin sheets
   - bold geometric prints

   What is the name given to the striped sheets on page 1313?

Materials: a box large enough to hold a catalog, contact paper for covering the box, index cards for questions, and answer and direction cards.

## GOAL II: LOCATING REFERENCES

*Objective 2110: Students will read to locate references within a Consumer's Guide for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

### Suggested Activities

A. At a center on locating references within a Consumer's Guide, the student will choose a Consumer's Guide relating to his own individual interests and tape his answers to the questions on the guide he chose.

Consumer Guide Fishing

Directions: Read the incomplete statement silently, decide on how to complete it, and then record the complete statement on tape.

1. Fishing techniques include spincasting, spinning, bait casting, fly fishing, ____________________.
2. If you read the information on pages 19 to 21, you will learn about what to purchase and what to ___ when ______________________.
3. The number one game fish is a __________________ and you can read about fishing for them on pages __________________________.
4. Lures help you catch fish, but you must ________. Read pages ________________.
5. If I wish to fish in the state of ______________, I will find information about these things _____ on pages _________________.

B. Given a list of magazines, the student will read the Reader's Guide to find the abbreviations for the magazine and record them on the list.

Sample List

a. American History
b. American Magazine
c. Business Week
d. Changing Times
e. Current History
f. Good Housekeeping
g. Saturday Review
h. School and Society
i. Scientific Monthly
j. Science News Letter

GOAL II: LOCATING REFERENCES

*Objective 2111: Students will read to locate references within a T.V. Guide for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

Suggested Activities

A. At a center on obtaining information from a page of the TV schedule, the student will complete the center by recording the answers on his paper.

Directions: Read the TV schedule and solve these problems. Write the answers on your own paper. Check your work by using the key on the back of this page.

1. Which TV stations are in Baltimore?
2. Which TV stations are in Salisbury?
3. When does Jackpot come on TV and on which channels can you view it?
4. Which motion picture is showing on Money Movie 7?
5. On which channel would you see the Electric Company?
6. Which channels offer news programs at 5:30?
7. How many independent stations are listed and what are they?
8. Which channel offers a morning movie?
9. What is the time and TV station for Hodgepodge Lodge?
10. Where would you find early morning news programs?

# Friday
AUGUST 30 1974

## MORNING

6.00 ⑬ Inspiration.
⑨ Spectrum.
6.08 ④ Faith and Life.
6.10 ⑬ News.
6.13 ④ News.
6.15 ⑪ Devotions.
6.20 ⑬ American Peoples.
④ Down to Earth.
6.25 ⑤ Today in Your Life.
6.28 ④ Knowledge.
6.30 ②⑨⑯ Summer Semester.
⑪ Learning to Read.
⑤ Education.
⑧ Country Music Time.
⑳ Religious Program.
6.50 ⑬ Consumer Checkout.
6.58 ④ Events 4 Washington.
7.00 ②⑨ CBS News.
Channel 2 news at 7.30.
⑪④⑧⑯ Today.
Local news at 7.25 and 8.25.
⑬ News; Sports.
⑤ The New Zoo Revue.
⑦ Public Service Program.
⑳ Spiderman.
7.30 ⑬ Cartoon Carnival.
⑤ Porky Pig and Friends.
⑦ Public Affairs Show.
⑳ Bugs Bunny Cartoon Club.
8.00 ②⑨ Captain Kangaroo.
⑤ Deputy Dawg.
⑦ The Magic Door.
⑳ Tennessee Tuxedo.
8.30 ⑬ Leave It To Beaver.
⑤ Banana Splits and Friends.
⑳ Magilla Gorilla.
9.00 ②⑯ Romper Room.
⑪ Trimnastics.
⑬ Larry Angel Show.
㊺ News; Previews.
④ Not for Women Only.
⑤ The Flintstones.
⑧ Mike Douglas.
⑦ Tattletales.
⑨ Harambee.
⑳ Lost in Space.
㉖ Sesame Street.
㊸ Captain Kangaroo.
9.15 ㊺ U. of Md. School of Social Work.
9.30 ② Dialing for Dollars.
⑪ Garden Living.
㊺ Little Rascals.
④ Take It From Here.
⑤ Mister Ed.
⑦ Doctor in the House.
⑨ Concentration.
⑯ Password.
9.55 ② News.
10.00 ②⑨⑯㊸ The Joker's Wild.
⑪④⑧ Name That Tune.
⑬ Mike Douglas Show
㊺ Morning Movie.
"Blue-White and Perfect." (1942.) Drama about an attempt to stop the diamond smuggling trade. Mary Beth Hughes, Lloyd Nolan, George Reeves.
⑤ The Mothers-in-Law.
⑦ Password.
⑳ The 700 Club.
㉖ The Electric Company.
10.30 ②⑨⑯㊸ Gambit.
⑪④⑧ Winning Streak.
⑤ McHale's Navy.
⑦ Mayberry R.F.D.
㉖ The Flower Show.
11.00 ②⑦⑯㊸ Now You See It.
⑪④⑧ High Rollers.
⑤ Green Acres.
⑨ Everywoman.
㉖ a Bit with Knit.
11.30 ②⑨⑯㊸ Love of Life.
⑪④⑧ Hollywood Squares.
⑬⑦ The Brady Bunch.
㊺ Gomer Pyle, U.S.M.C. .
⑤ To Tell the Truth.
㉖ Lilias Yoga.
11.55 ② News.
⑨⑯㊸ CBS News.

## AFTERNOON

12.00 ②⑨⑯㊸ The Young and the Restless.
⑪④⑧ Jackpot!
⑬ Password.
㊺ The Big Valley.
⑤ Panorama.
⑦ News; Sports.
⑳ Big Prize Movie.
㉖ Mister Rogers' Neighborhood.
12.30 ②⑨⑯㊸ Search for Tomorrow.
⑪ The Beverly Hillbillies.
⑬⑦ Split Second.
④ Celebrity Sweepstakes.
⑧News; Sports.
㉖ Hodgepodge Lodge.
12.55 ④ NBC News.
1.00 ② Woman's Angle.
⑪ Dick Van Dyke.
⑬ News; Features.
㊺ One O'Clock Movie
(67)㉘ The Electric Company.
④ What's My Line?
⑦⑯ All My Children.
⑧ What's My Line?
⑨ News; Sports.
㉖ The Electric Company.
㊸ Encounter.
1.30 ②⑨⑯㊸ As the World Turns.
⑪④⑧ Jeopardy.
⑬⑦ Let's Make a Deal.
(67)㉘ Profile.
㉖ You.
2.00 ②⑨⑯㊸ The Guiding Light.
⑪④⑧ Days of Our Lives.
⑬⑦ The Newlywed Game.
(67)㉘ What's in a Word?
⑤ 2 O'Clock Movie.
"Best Foot Foward." (1943.) In order to gain publicity, a movie star accepts an invitation to a prep school graduation dance, not knowing that she will become involved in a national scandal. Lucille Ball, William Gaxton, June Allyson, Gloria DeHaven.
⑳ The Flying Nun.
㉖ Man Builds, Man Destroys.
2.30 ②⑨⑯㊸ The Edge of Night.
⑪④⑧ The Doctors.
⑬⑦ The Girl in My Life.
㊺ Captain Chesapeake.
(67)㉘ The Just Generation.
⑳ Bozo.
㉖ Eye to Eye.
3.00 ②⑨⑯㊸ The Price Is Right.
⑪④⑧ Another World.
⑬⑦ General Hospital.
(67)㉘ Designing Woman.
⑳ Marine Boy.
㉖ Consulation.
3.30 ②⑨⑯㊸ The New Match Game.
⑪④⑧ How to Survive a Marriage.
⑬⑦ One Life to Live.
㊺ Timmy and Lassie.
Timmy and Cully discover that a new highway is to be constructed, destroying wildlife in the area, and they set out to halt the project. REBROADCAST.
(67)㉘ Mister Rogers Neighborhood.
⑤ The Flintstones.
⑳ Bugs Bunny.
㉖ Who Is Man?
4.00 ② The Flintstones.
⑪ Bewitched.
⑬ Perry Mason.
㊺ The Three Stooges.
(67)㉖㉘ Sesame Street.
④⑧⑯ Somerset.
⑤ Dennis the Menace.
⑦ Money Movie 7.
"The Misfits." (1961.) A young divorcee is horrified at the apparent cruelty involved in the roundup of wild horses. Clark Gable, Marilyn Monroe, Montgomery Clift, Eli
⑨ The $10,000 Pyramid.
⑳ Little Rascals.
㊸ Tattletales.
4.30 ② Bonanza.
A man's refusal to accept the innocence of a murder suspect triggers the threat of a lynching. REBROADCAST
⑪ Merv Griffin Show.
㊺ Lost in Space.
④ Mike Douglas.
⑤ I Love Lucy.
⑧ Merv Griffin Show.
⑨ The Mod Squad.
⑯ The $10,000 Pyramid.
⑳ The Three Stooges.
㊸ The Lucy Show
5.00 ⑬ Dealer's Choice.
(67)㉘ Hodgepodge Lodge.
⑤ Father Knows Best.
⑯ The Virginian.
⑳ The Munsters.
㉖ Mister Rogers' Neighborhood.
㊸ The Beverly Hillbillies.
5.30 ② I Dream of Jeannie.
While suffering from amnesia, Tony falls in love with Jeannie and proposes to her. REBROADCAST.
⑬ News; Sports.
㊺ The Munsters.
While at the ocean on a picnic trip, Herman decides to try out his new diving equipment and ends up trapped in the net of Russian fishermen who think he is a spy. REBROADCAST.
(67)㉖㉘ The Electric Company.
⑤ Hazel.
⑨ News; Sports.
⑳ Gilligan's Island.
㊸ News; Sports.

## TV Channels

| VHF | UHF |
|---|---|
| ② WMAR (CBS) Baltimore | ㊺ WBFF (Ind.) Baltimore |
| ⑪ WBAL (NBC) Baltimore | (67) WMPB (Pub.) Baltimore |
| ⑬ WJZ (ABC) Baltimore | ⑯ WBOC (CBS) Salisbury |
| ④ WRC (NBC) Washington | ⑳ WDCA (Ind.) Washington |
| ⑤ WTTG (Ind.) Washington | ㉖ WETA (Pub.) Washington |
| ⑦ WMAL (ABC) Washington | ㉘ WCPB (Pub.) Salisbury |
| ⑧ WGAL (NBC) Lancaster, Pa. | ㊸ WSBA (CBS) York, Pa. |
| ⑨ WTOP (CBS) Washington | |

B. Given a weekly TV guide, questions and a chart to be filled in, the student will complete the chart by locating the answers to the questions.

| NAME OF PROGRAM | DAY | TIME | CHANNEL |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

Directions: Fill in the chart by answering the following questions.

1. What is your favorite T V show?
2. What cartoon program do you watch?
3. Is there a special nature program on this week?

C. Given a TV guide, the student will read to locate references within the guide and answer questions given on a study worksheet.

# TV GUIDE

TV GUIDE

Published by Triangle Publications, Inc.
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America's Television Magazine

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**Local Programs**

Week of July 13-19..........Following 18

**Teletypes**

New York..........2
Hollywood..........34

**Articles**

The *Real* Joe Mannix, by William Saroyan..........4
A TV Battle over the World's Tallest Building, by Lawrence DeVine..........12
The New World Football League, by Melvin Durslag..........15
In Quest of the Elusive Johnny Carson, by Richard Warren Lewis..........20
Election-Night Television, by Al Morgan..........30

**Picture Feature**

Fire at the Goldwyn Studio..........8

**Reviews, Columns**

Doan Report (U.S.)
As We See It
News Watch (U.S.)
Letters
Judith Crist
Canadian Report
} ....Program Section

Cover: Johnny Carson, by Bernard Fuchs

**CHANNELS LISTED IN WASHINGTON-BALTIMORE EDITION**

All programs are in color except those designated by BW

**WASHINGTON, D.C.**
④ WRC-TV (NBC)
⑤ WTTG (Ind.)
⑦ WMAL-TV (ABC)
⑨ WTOP-TV (CBS)
⑳ WDCA-TV (Ind.)
㉖ WETA (PBS)

**ANNANDALE, VA.**
(53) WNVT (PBS)

**FREDERICKSBURG**
(69) WHFV (NBC)

**BALTIMORE, MARYLAND**
② WMAR-TV (CBS)
⑪ WBAL-TV (NBC)
⑬ WJZ-TV (ABC)
㊺ WBFF-TV (Ind.)
(67) WMPB (PBS)
(73) (Same programs as 67)

**HAGERSTOWN**
㉕ WHAG-TV (NBC)

**SALISBURY**
⑯ WBOC-TV (ABC, CBS, NBC)
㉘ WCPB (PBS)
(Same programs as 67)

**LANCASTER, PA.**
⑧ WGAL-TV (NBC)

Reminder to Cable-TV subscribers: please consult channel directory issued by cable company to make sure you are tuning to the correct channel number of the desired local station.

Directions: Read the above information from the TV Guide, and answer the following questions:

1. Which edition of the TV Guide is this?

2. On which page does the local programming begin?

3. Which sports article is featured in this week's guide?

4. Which channels are listed for Washington?

5. How many channels are listed in this guide?

6. What is included in the program section?

7. Who is the art director for the magazine?

8. Which channels air identical programs?

9. How much does a copy of this guide cost?

10. How can you identify which programs are in color and which are in black and white?

11. Which TV personalities are featured in special articles?

12. What suggestion is given to cable TV subscribers?

D. Given a page from the TV guide and a multiple choice question worksheet, the student will read to locate references within the guide and complete the worksheet.

LISTINGS

| | | |
|---|---|---|
| 8:00 | 11 | Learning to Read |
| | 2 9 16 | Bugs Bunny |
| | 13 7 | H.R. Hugnstuf |
| | 4 8 | Underdog |
| | 5 | Top Cat |
| 8:30 | 11 | At Home in Maryland |
| | 2 16 | Sabrina, The Teenage Witch |
| | 13 7 | Jackson Five |
| | 4 8 | The Jetsons |
| | 5 | Mister Magoo |
| | 9 | Arthur and Co. |
| 9:00 | 11 | Garden Living |
| | 2 | Professor Kool |
| | 13 7 | The Osmonds |
| | 4 8 | Pink Panther |
| | 9 | Amazing Chan |
| | 5 | Banana Splits and Friends |
| 9:30 | 11 | Opportunity Line |
| | 13 7 | Saturday Super Star Movie |
| | 2 9 | New Scooby Doo Comedy Movies |

Directions: Using the information from the TV listings, answer the following questions by putting a circle around the letter of the correct answer.

1. What show is on channel 2 at 9:00?

   a. Professor Kool
   b. Sabrina, The Teenage Witch
   c. Bugs Bunny
   d. Pink Panther

2. At what time and on which channel is there a show that might tell you how to plant a rose bush?

   a. Channel 13, 8:00
   b. Channel 4, 8:30
   c. Channel 11, 9:00
   d. Channel 5, 8:30

3. Which channel does not have a cartoon show during the four time periods listed?

   a. Channel 2
   b. Channel 4
   c. Channel 11
   d. Channel 13

## GOAL II: LOCATING REFERENCES

*Objective 2201: Students will read to locate references within a multi-volume resource (encyclopedia) for use in school, on a job, or at home by utilizing headings, indices, and cross references.*

### Suggested Activities

A. Having chosen a topic of interest at a learning center, the student will locate the correct volume of the encyclopedia and read to locate information to complete a worksheet.

Sample

1. Write the heading and subheading of the article.
2. Write a sentence summarizing the subheading or make a question from the information under each subheading.

B. Given a volume of the encyclopedia, and a specified entry to locate, the students will play a game to find headings and subheadings.

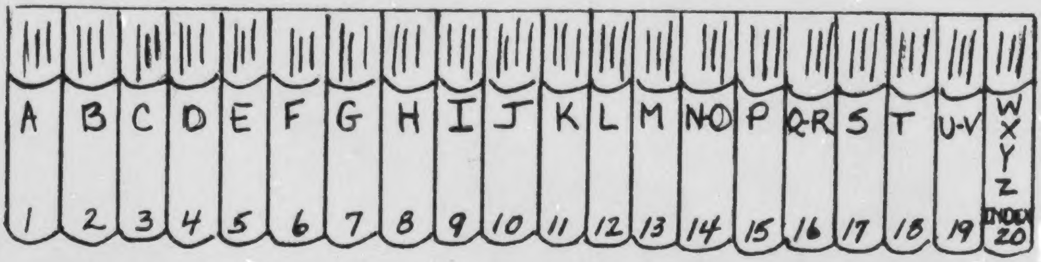
Sample

1. Have the pupils divide into groups of four or five.
2. Give each group an encyclopedia with a specified entry to locate (e.g. the States in America).
3. Ask them to find the headings and subheadings and write them on the board.
4. The group that writes all the requested information first is the winner.

C. Given a worksheet on the "unit-letter" arrangement of encyclopedias, the student will complete the worksheet on locating topics within the set.

Sample

Directions: This set of encyclopedias will help you list the number of the volume in which you can find information about the following topics. Put the correct volume number in the blank.



_____1. Transportation

_____2. Canada

_____3. Water

_____4. Thomas Edison

_____5. Insects

_____6. Astronaut

_____7. Robert L. Borden

_____8. United Nations

_____9. Martin Luther King, Jr.

____10. Space travel

D. Given a worksheet with multiple choice answers on locating references within an encyclopedia, the student will complete the worksheet.

Sample

Directions: Circle the letter or letters of each topic that best answer the questions.

1. In volume "H" of the encyclopedia which of the following topics would you find?

   a. First aid
   b. Helicopter
   c. Horses
   d. Hazel Smith

2. Volume "Q-R" would contain which of the following topics?

   a. Robert Frost
   b. Rainfall
   c. Mexico
   d. Soil

3. In volume "J & K" you would find all of the following topics except one. Which one would not be found in volumes "J & K"?

   a. Martin Luther King, Jr.
   b. Jamaica
   c. Jet engines
   d. Kate Smith

GOAL II: LOCATING REFERENCES

*Objective 2202: Students will read to locate references within the Reader's Guide for use in school, on a job, or at home by utilizing headings, indices, and cross references.*

Suggested Activity

A. Given a copy of the Reader's Guide and a worksheet, the student will read to locate references within the guide and complete the worksheet.

Reader's Guide Worksheet

1. Identify each of the following abbreviations:
   a. Sat R
   b. D
   c. abr
   d. U S News
   e. Good H
   f. dept
   g. ed
   h. w
   i. Sci Digest
2. On the sample page of Reader's Guide how many entries are there on labor and labor related topics?
3. If you wished to learn more about riots in Korea could you find a magazine article here?
4. In what magazine would you find an article about Martin Luther King entitled: "Rebuke to Dr. King.....?"
5. If you are interested in knowing about landscape gardening where would you have to look in this Reader's Guide?

GOAL II: LOCATING REFERENCES

Objective 2203: *Students will read to locate references within index volumes for use in school, on a job, or at home by utilizing headings, indices, and cross references.*

Suggested Activity

A. Given a Reading and Study Guide from the World Book Encyclopedia and a worksheet, the student will read the guide to locate references within the index volume and complete the worksheet.

Sample

Directions: Answer the following questions briefly:

1. How are the references listed in the study guides? Give two ways.
2. Explain the following entry: Veterinary Medicine, V-8485 (Vocational Opportunities).
3. If you were looking up embroidery, why would this other information be given with the topic you seek? Embroidery, E-2311-2; Needlepoint, N-5484; Petit Point, P-6240.
4. In the Table of Contents, why are some listings in dark type and some in light type?

## GOAL II: LOCATING REFERENCES

*Objective 2201: Students will read to locate references within atlases for use in school, on a job, or at home by utilizing headings, indices, and cross references.*

### Suggested Activities

A. At a center displaying several atlases and a chart with questions, the student will choose an atlas, read to locate references within the atlas, and answer the questions on the chart.

Chart Questions:

1. Give your own definition of what an atlas is.
2. What information is given in the gazetteer index of the world in an atlas other than the name of the country?
3. Where is the geographically related information pertaining to a country found? Why?
4. Of what use is a political map?
5. Where is the projection system used given for each map? What is it?
6. In the index that accompanies each political map, what information is given other than an alphabetical listing of the names found on the map?
7. What information is given in parentheses under the names of some foreign cities?
8. What type of maps are found in an atlas other than political maps?
9. What part of the atlas would you turn to to find what the following abbreviations mean? Write the meaning of the abbreviations.

   a. Belg.
   b. Chan.
   c. Cy.
   d. des.
   e. Ec, Ecua.
   f. est.
   g. for.
   h. geys.
   i. Ind. Res.
   j. passg.
   k. Rep.
   l. twp.

10. What information does the section called Geographical Terms give you? Find the following terms and define them:

    a. Côte
    b. Fluss
    c. Kiang
    d. Montãna
    e. Mys
    f. Pampa
    g. Step
    h. Tal
    i. Vesi

B. Locate the maps of Maryland and answer the following questions telling which map you used to answer the questions:

1. The Eastern part of Maryland is how high above sea level?

2. How many counties are in Maryland?

3. What are the Limited Access Highways in Maryland?

4. What is the major industrial area of Maryland? What is most of its land used for?

5. Give the grid location for the following places in Maryland on your map:

   a. Deep Creek Lake
   b. New Windsor
   c. Catonsville
   d. Fort NcHenry National Monument
   e. Crisfield
   f. Prettyboy Reservoir
   g. Triadelphia Lake
   h. St. Mary's R.

## GOAL II: LOCATING REFERENCES

*Objective 2301: Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing the card catalog in the library.*

### Suggested Activities

A. Given a sample card from the card catalog, the student will be able to write the answers to three sets of questions about the card.

ENGLAND**SOCIAL LIFE AND CUSTOMS

914.2 Davis, William Stearns

Life in Elizabethan Days: a picture of a typical English community at the end of the sixteenth century. Harper 1930

379 p illus

"The author takes an imaginary person, Sir Walter Hollydean of Boroughport, and around this central figure and his intimates weaves a picture of the typical modes, manners and customs of an English community in the time of Queen Elizabeth."

Directions: Using the card catalog above, answer the following questions:

Set I

1. What is the subject of the book?
2. How many pages are there in the book?
3. What is the call number?
4. What is the author's name?
5. When was the book published?
6. What is the title of the book?
7. Who was the queen of English at the time of the story?
8. Who is the imaginary person the author uses to weave his picture?

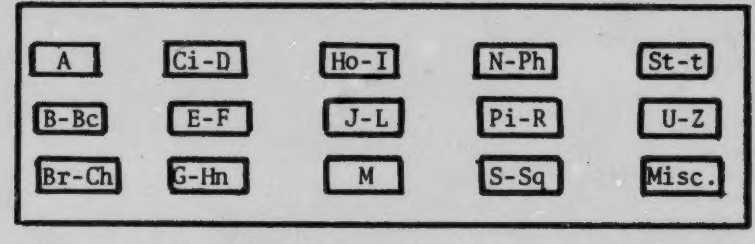
## Set II

1. What kind of card is this?
2. Are there any pictures in the book?
3. Is the book fiction or non-fiction? How do you know?
4. Would this book tell you about customs in the United States?
5. Was the book written recently?

## Set III

1. What do you think you would learn about from reading this book?
2. What kinds of pictures do you think you would find in this book?
3. Why do you think you might need to use the entire number 914.2 to find the book?

B. Given a diagram of the card catalog, the student will write the letter or letters of the drawer in which specific subject cards can be located on an answer sheet.



Directions: Write the letter or letters of the drawer in which you will find cards having to do with the topics below:

a. Apples
b. Mountains
c. Weather
d. Starfish
e. Dogs
f. Horses

## GOAL II: LOCATING REFERENCES

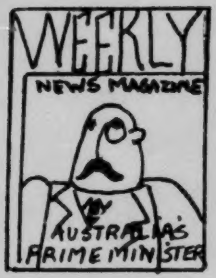
*Objective 2302: Students will read to locate references within a multi-resource center for use in school, on a job, or at home utilizing reference books and materials.*

Suggested Activities

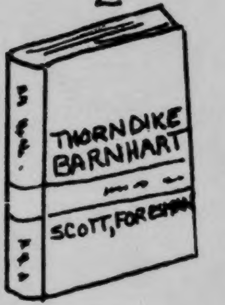
A. At a center displaying a cart on varied reference books, the student will pretend he can use the reference books to read to locate information and answer questions with multiple choice answers on a worksheet.

Directions: Pretend you could use these books and magazines. Read the questions on your worksheet and circle the number under each question that would match the number of the book or magazine where answers to the questions could be found.

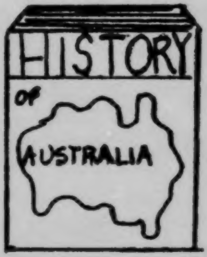
1


WEEKLY
NEWS MAGAZINE
MY AUSTRALIA'S PRIME MINISTER

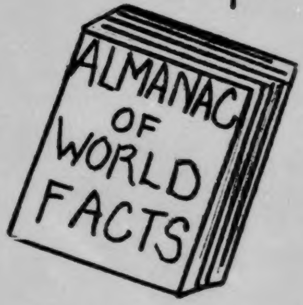
2

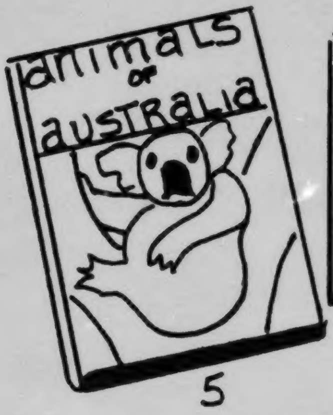

THORNDIKE BARNHART
SCOTT, FORESMAN

3

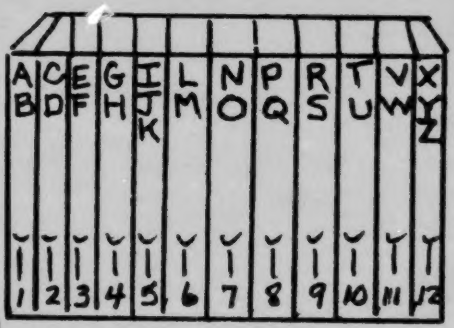

HISTORY
OF
AUSTRALIA

4


ALMANAC OF WORLD FACTS


animals
OF
australia

5


A B
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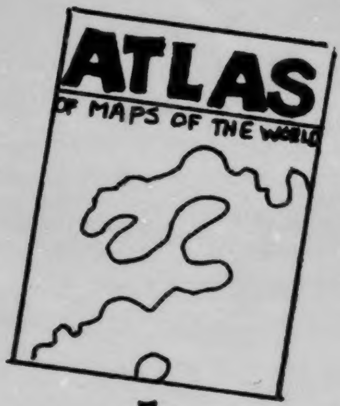

ATLAS
OF MAPS OF THE WORLD

7

1. Where would you look to find the definition and pronunciation of the word aborigine?

   a. 1
   b. 2
   c. 4
   d. 7

2. Where would you find the most information about the animals of Australia?

   a. 3
   b. 4
   c. 5
   d. 6

3. Where would you look to find several different maps of Australia?

   a. 3
   b. 4
   c. 6
   d. 7

B. Given a work study sheet, the student will go to the media center or library to locate information to complete the form.

Sample Exercise

Directions: Read this worksheet first to organize your search for answers in the media center. Go to the media center and utilize the materials there to complete the worksheet. Hand it in to the teacher when completed.

1. How is an encyclopedia and dictionary alike? Different?

2. To enable you to locate books in the library, you should use the ________ and ____________.

3. ______________ are books where the author tells his own life story.

4. When books are not based on fact or only partly on fact, they are called ____________.

5. A number system used in the media center as an aid for quick location is called the ___________.

6. The fiction section of the library has books arranged ________________________________.

7. As an aid in gathering current information for a report, you would look first in ____________.

8. The card catalog lists books by ______________.

9. Filmstrips are coded in the card catalog by ________________.

10. Records are arranged in the media center by ________________.

GOAL II: LOCATING REFERENCES

*Objective 2303:* *Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing section titles.*

Suggested Activities

A. Given a list of section titles and a list of the corresponding numbers, the student will match the title to the correct number by connecting them with a line.

B. At a center on section titles of the library, the student will read a book title printed on a tagboard slip and post it under the correct section number and title.

C. Given an incomplete chart with only section numbers given, the student will go to the Media Center/Library and locate the section numbers, read the section title, and fill in the chart with the section titles, locate a reference for each section, and record its title in the correct space in the chart.

GOAL II: LOCATING REFERENCES

*Objective 2104: Students will read to locate references within a dictionary for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

Suggested Activities

A. Given a page from a dictionary, the student will be able to use the heading to locate answers to given questions and complete multiple choice worksheets.

Directions: Provide a dictionary or a copy of a page. Prepare a set of questions as shown in the sample below.

Pantaloon 876 Paperback

Pan ta loon. n. 1. (pl) a man's closely fitting garment; trousers 2. a foolish, vicious old man. 3. a lean and foolish old Venetian.

Pan the on. n. 1. a domed circular temple at Rome. 2. a public building containing tombs or memorials of the dead. 3. a temple dedicated to all the gods. 4. the gods of particular mythology considered collectively.

pan ther. n. 1. the cougar or puma. 2. the leopard.

panto-. a word element or prefix synonymous with pan-. (t. Gk., comb. form of pas. neut, pan all).

pants. n. pl. 1. trousers. 2. drawer

pan tun. n. a Malay verse form.

pa pa. n. father

pa pa cy. n. 1. the office, dignity, or jurisdiction of the Pope. 2. the system of ecclesiastical government. 3. the time during which a Pope is in office. 4. the succession or line of the Popes.

pa pal. adj. of or pertaining to the Pope, the papacy.

pa paw. n. 1. the small fleshy fruit of a temperate North American bush. 2. the tree itself.

pa per. n. 1. a substance made from rags, straw, wood, or other fibrous material. 2. something resembling this substance. 3. a piece, sheet, or printed document. 4. negotiable notes. 5. a document establishing identity. 6. (pl.) the documents required to be carried by a ship.

pa per back. n. a book bound in a paper cover

What is the meaning of the word PANTHEON?

a. A doctrine about God
b. A domed temple
c. A cougar or puma
d. A roofing tile

After which word below is the word PANTS entered?

a. Pantaloon
b. Panther
c. Panto
d. Pantun

Some words have more than one meaning. How many meanings for the word PAPACY does this dictionary list?

a. One
b. Two
c. Three
d. Four

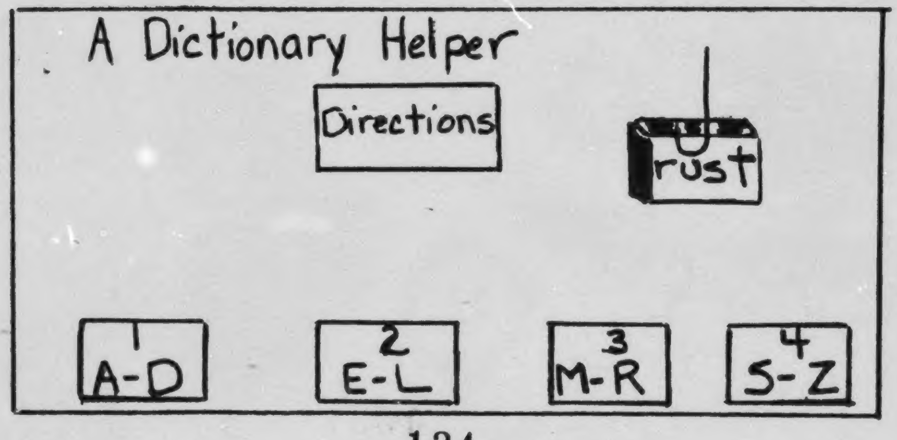
B. The student will be able to find words in the dictionary according to the alphabetical sections and place the word on the right hook.

Directions:
1. Take each word off the hook.
2. Say it and decide in which part of the dictionary the word is found.
3. Put it on the right hook.
4. Check your answers with a friend.

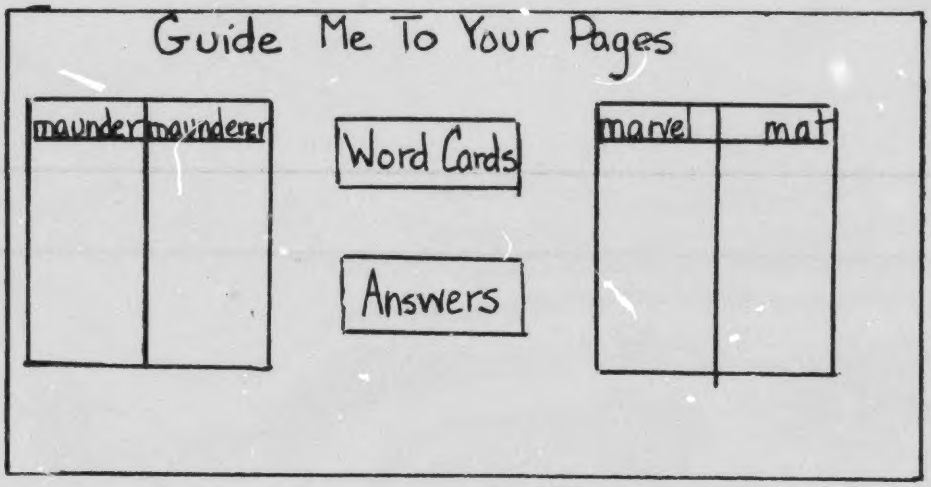
Word Cards

rust
paper
study
loop
blame
offer
comma
string
assort
grizzly
fight
tame
absorb
stale
quiet
fussy
grand
iodine
devil
eye
bad
noisy
ink
radio
roof
under
decide
vessel
flip
absent
add
destroy
runner
discuss

Materials: cardboard covered with contact paper
direction card
5 pipecleaners for hooks, 4 section labels



C. At a center, the student will show he can use the guide words in a dictionary by placing the word cards on the proper page.



Directions:
1. Take the word cards from the pocket.
2. Place each word on the proper page.
3. When all words have been placed put them in alphabetical order on each page.

The words used on the cards are:

matinee
matron
matting
maturate
maunder
mass
maximum
mayhem
meadow
Marxism
mascot
mason
masque
massacre
massive
masterful
mastiff
matriarch
matted
mattock
mature
mauve
mawkish
may
mayor
marvel
Mary
maser
Masonic
masquerade
massage
mast
masterly
mastoid
matrix
matter
mattress
maul
maverick
maxim
maybe
mead
marvelous
mascara
mask
masonry
mass
masseur
master
masticate
mat

Materials: construction paper, manila envelopes, word cards, large sheet of tagboard

D. The student will show he is able to locate many facts and definitions in various dictionaries by completing the center activities.

### Center Idea

Directions:
1. Take out a sheet of paper.
2. Number your paper according to your worksheet.
3. Follow directions on each page.
4. Go to the shoe box for the answer sheet to correct your paper. Your worksheet will have the same number as your answer sheet.

Dig into the Dictionary!

Questions will vary according to the dictionaries available at a particular school. Below are some sample questions:

1. What is a flagon?
2. What does timothy mean?
3. Draw a picture of timothy.
4. Can a blue jay fly?
5. Can a principle be in charge of a school?
6. What three English sounds never occur at the beginning of words? (See the table of common English Spellings of English Sounds on page XXIX)
7. Which of these words can be split at the end of a line and which cannot: fractional, goalkeeper, shrewd, showy, stubble, acceptable, acceptability?
8. When was James Madison Born?
9. Would John Adams have known him?
10. When was John F. Kennedy born?

Each list of questions was of a particular type. They were divided into questions on Answering Questions, Prove You're Right, Initial Sounds, Syllable Division, The Presidents, and Definitions.

Materials: shovel for attention, question cards, manila folders, box for answer cards

E. Given a worksheet and a choice of dictionaries, the student will read to locate answers and complete the worksheet.

### Dictionary Skills

1. What would "Obs" tell you about a word?
2. Why would the symbol * appear before the entry "bon jour" in the dictionary?
3. What does the term etymology mean?
4. Where (what position) would you find the correct pronunciation for a word?
5. Where (what position) should you look to find the part of speech of a word?
6. How is the 1st syllable of the word "pneumatics" pronounced?
7. There are 20 definitions of the word "run" in your dictionary. What definition (number) would suit the word "run" as it is used in the following sentence: Dave was nothing special; he was just a run of the mill boy.
8. What would the initials "v.i." following the pronunciation of a word mean?
9. What is a gazetteer?
10. What is a biographical dictionary?
11. What is a bilingual dictionary?
12. What is an unabridged dictionary?
13. What is a thesaurus?
14. What is a synonym? (Give an example)
15. What is an antonym? (Give an example)
16. What is a homonym? (Give an example)
17. What is an idiom? (Give an example)

### Spelling

Which is the more common spelling for the following:

1. neighbor, neighbour
2. flunkey, flunky
3. lodestar, loadstar
4. draught, draft
5. catalogue, catalog

### Capital Letters

If any of the following words may be used both with or without a capital letter, write sentences illustrating both uses.

1. arag
2. bible
3. escalator
4. god
5. mercury
6. mumbo jumbo
7. president
8. republican
9. scot
10. state

## Pot Pourri

1. What language does the word chaise come from?

2. How would you get "delirium tremens"?

3. What is the chemical symbol for iron?

4. How many years did Henry VIII reign in England?

5. Where is Sun Valley?

6. Where does the name "Lynn" come from?

7. Where does the name "Kenneth" come from? What does it mean?

8. What does your name mean? Where does it come from?

9. Where was El Greco born?

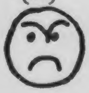
10. What is the parquet circle?

11. If a person held you up with a pistil, would you be afraid?

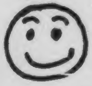
12. Would it be wise to call you teacher sagacious?

13. Which of these two expressions shows choler?

(A)



(B)



14. Do you think Ringo Starr is an aspen?

15. What is the title of page X?

16. What does this label mean - colloq.?

17. How many quarts equal one peck?

18. What city is the capital of Kentucky?

19. Write the two pronunciations for "contrast" and the correct meaning for each.

# GOAL III

## READING OBJECTIVES:

## ATTAINING PERSONAL DEVELOPMENT

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3101:* *Students will affect the degree to which reading contributes to their personal development by comparing and selecting among various activities (such as watching TV, other curriculum areas), including reading.*

Suggested Activity

Given a daily journal, the student will chart the amount of time spent on reading, writing, sports, TV, and other extra curricular activities to determine the degree to which reading contributes to personal development.

Sample

Daily Journal

Record the approximate number of minutes spent each day on each activity.

| | Monday | Tues. | Wed. | Thurs. | Fri. |
|---|---|---|---|---|---|
| T.V. | | | | | |
| GAMES | | | | | |
| READING | | | | | |
| WRITING | | | | | |
| SPORTS | | | | | |
| MISC. | | | | | |

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3102: Students will affect the degree to which reading contributes to their personal development by indicating which reading materials are available in school and public libraries.*

Suggested Activity

Given a list of materials in the school media center, the student will determine the number of books and non-print materials related to his hobby.

Sample list

Books

Apples by Nonny Hogrogian (MacMillan)

Behind the Wheel by Edward Koren (Holt)

The Erie Canal by Peter Spier (Doubleday)

More Cricket Songs by Harry Behn (Harcourt)

The Pancake King by Phyllis La Farge (Delacorte)

The Paper Airplane Book by Seymour Simon (Viking)

The Sun Dance People by Richard Erdoes (Knopf)

Wild Flowers by Roslyn Fiedel (Houghton)

Dragonflies by Hilda Simon (Viking)

The Busy Honeybee by Bernice Kohn (Four Winds)

The Jazz Man by Mary H. Weik (Atheneum)

Casey at the Bat by E. L. Thayer (Watts)

Filmstrips

"Growing Upon the Farm Today"

"Cave Ecology"

"Simple Techniques in Shaping Glass"

"Foresters"

"Motorcycle Safety and Courtesy in Traffic"

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3103: Students will affect the degree to which reading contributes to their personal development by indicating the amount of time spent engaged in non-required reading.*

Suggested Activity

Given a weekly recreational reading log, the student will record time spent on recreational reading outside of school.

RECREATIONAL READING LOG

| Date | Time | Place | *Materials | Weekly Total |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

* Student can record various types of reading materials, such as books, magazines, and newspapers.

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3104:* *Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend sharing ideas discovered through non-required reading with parents and peers.*

### Sample Activity

When asked during a student-teacher conference, the student will tell approximately how much time he spends sharing ideas obtained from reading with parents and peers.

GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3105: Students will affect the degree to which reading contributes to their personal development by indicating how they feel about themselves as readers, and how they feel about reading as an activity.*

Suggested Activities

A. Given an Inventory of Reading Attitude, the student will answer all of the yes, no questions and use the rating scale to indicate to himself how he feels about reading as an activity.

Sample Inventory

Name ______________________________ Grade __________
Last First

Boy _____ Girl _____ Age _____

School ______________ Teacher ____________________

Date ______________
mo. day year

Directions: The questions on this paper will help you find out how you feel about reading. All questions can be answered "yes" or "no." Read them silently while I read them aloud, then circle your answer.

Sample Questions:

Draw a circle around the word "yes" or "no," to indicate your answer.

A. Yes No Is reading fun?

If you think reading is fun, you should have drawn a circle around the word YES in Sample A: if you think reading is not fun, you should have drawn a circle around the word NO.

B. Yes No Do you read as fast as you would like to?

If you read as fast as you would like to, you should have drawn a circle around the word YES: if you do not read as fast as you would like, you should have drawn a circle around the word NO.

## HOWARD COUNTY INVENTORY OF READING ATTITUDE

YES NO 1. Do you like to read in the evening?

YES NO 2. Do you think you are a good reader?

YES NO 3. Do you like to hear about what other people have read?

YES NO 4. Do you like to read when adults around you are reading?

YES NO 5. If you have free time, do you choose to read?

YES NO 6. Do you like to read magazines?

YES NO 7. Do you like to read aloud to other children?

YES NO 8. Do you like to make-up your own stories?

YES NO 9. Do you like to read different kinds of books?

YES NO 10. Is it fun to make rhyming words?

YES NO 11. Do you enjoy reading?

YES NO 12. Is it easy for you to write about what you have read?

YES NO 13. Do you like to read books that are hard for you to read?

YES NO 14. Do you like to pretend that you are a character in a book?

YES NO 15. Do you like reading better than your other school subjects?

YES NO 16. Do you find reading easy?

YES NO 17. Are other activities more fun than reading?

YES NO 18. Do you enjoy reading recipes?

YES NO 19. Do you enjoy reading the newspaper?

YES NO 20. On a rainy day, would you choose reading as an activity?

YES NO 21. Do you enjoy answering questions about things you have read?

YES NO 22. Do you enjoy telling about things you have read?

YES NO 23. Is reading your favorite time of the school day?

YES NO 24. Do you have enough books to read?

YES NO 25. Can you picture in your mind what you are reading about?

YES NO 26. Does it bother you to read when the room is noisy?

YES NO 27. Do you like to have someone read to you?

YES NO 28. Is it easy for you to find something to read?

YES NO 29. Do you like to trade books with a friend?

How do you feel about reading? RATE YOURSELF!

| | |
|---|---|
| 30-25 | WOW! |
| 24-19 | Super |
| 18-13 | Great |
| 12-7 | O.K. |
| 6-0 | Ugh! |

Count the number of times you circled YES. Find this number in the chart to find your rating.

B. Given multiple choice questions about attitudes toward reading, the student will choose the answer that best describes his own feelings.

Primary Level

Directions: Read each question carefully. Mark the answer that you think tells the most about you.

1. Which one of the following do you like to read the most?

   a. Stories
   b. Magazines
   c. Comic books
   d. Picture books

2. How do you feel about reading for fun?

   a. I like it.
   b. I would rather watch TV.
   c. I don't like it.

3. How well do you think you read?

   a. Good
   b. Fair
   c. Poor

4. Do you understand what you have to read for school?

   a. Always
   b. Usually
   c. Sometimes
   d. Never

5. Do you talk to someone else about the things you read?

   a. Often
   b. Sometimes
   c. Never

## Middle School-Junior High

Directions: Read each of the following questions carefully and mark the answer that describes you best.

1. If given a choice of reading materials, which one would you select?

    a. Magazines
    b. Comic Books
    c. Short Stories
    d. Novels

2. If given a choice of subject-matter in reading materials, which one would you select?

    a. History
    b. Science
    c. Music
    d. Math

3. How do you feel about reading for fun during vacation?

    a. I enjoy it.
    b. I can take it or leave it.
    c. I'd rather do something else.
    d. I don't like it at all.

4. How often do you read for fun during your spare time?

    a. None
    b. One to three hours a week
    c. Three to six hours a week
    d. More than six hours a week

5. How would you rate yourself as a reader?

    a. Above average
    b. Average
    c. Below average

6. How often do you picture yourself doing the kind of work the people you read about do?

    a. Often
    b. Sometimes
    c. Seldom
    d. Never

7. How often do you read about the kind of job you might like to have someday (such as nurse, dentist, secretary)?

a. Often
b. Sometimes
c. Seldom
d. Never

8. How often do you read about your hobbies (stamp collecting, sewing, sports, coin collecting, etc.)?

a. Often
b. Sometimes
c. Seldom
d. Never

9. Do you understand the materials you are expected to read for school?

a. Always
b. Usually
c. Sometimes
d. Seldom

10. How often do you talk to your parents or friends about interesting things you have read?

a. Often
b. Sometimes
c. Seldom
d. Never

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3201: Students will affect the degree to which reading contributes to their personal development by indicating how much time is spent reading to others.*

### Suggested Activity

Following the directions and suggestions on the chart, the student will read to others and record the amount of time spent in this activity.

### Sample Chart

### Reading To Others

1. The first thing you should do is tell the children who you are; why you have come. You may want to tell them something about yourself, such as where you live, how old you are, what grade you are in, etc.

2. Try to make the children feel relaxed. Ask them their names and something about themselves.

3. Before you start the story, make some comment about the story. You might say, "The story I am going to read you is about a special horse, a secret hiding place, or an unusual person." In other words, give the children some idea of what the story is going to be about.

4. While you are reading the story, you may want to stop once or twice and ask the children a question. This will help to make sure they are paying close attention.

5. When you have finished reading the story you can ask them some questions, such as:

   What was the name of the boy in the story?

   Did this story remind you of something that happened to you one time?

   Why did such and such happen in the story?

   How did so and so feel about what so and so did?

   Did you like the story?

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3202:* *Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend by reading for entertainment.*

### Suggested Activity

Given a checklist, the student will keep a record of the various types of reading materials and the time spent reading for entertainment.

| CHECKLIST | | |
|---|---|---|
| Materials | Check | Time |
| | | |
| | | |

As a class, the students can compile a cumulative list of favorite reading materials which can be recorded on a master sheet on which the students can check and record the time.

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3301:* *Students will affect the degree to which reading contributes to their personal development by indicating if reading has enhanced their ability to enjoy hobbies or games.*

### Suggested Activity

Make an annotated bibliography of any reading material you have purchased or borrowed that has helped you to enjoy your hobby or play games with more skill.

Note: This can be done as a class project and the students can share their personal bibliography with their classmates.

GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3302:* *Students will affect the degree to which reading contributes to their personal development by indicating how often or how much time they spend reading to acquire information about life goals or possible career opportunities.*

Suggested Activity

Have the student keep a 3" x 5" card in his wallet as a record of how often and how much time he spends reading any material to acquire information about his future career. This card will indicate how reading has contributed to his personal development.

YES NO 26. Does it bother you to read when the room is noisy?

YES NO 27. Do you like to have someone read to you?

YES NO 28. Is it easy for you to find something to read?

YES NO 29. Do you like to trade books with a friend?

How do you feel about reading? RATE YOURSELF!

| | |
|---|---|
| 30-25 | WOW! |
| 24-19 | Super |
| 18-13 | Great |
| 12-7 | O.K. |
| 6-0 | Ugh! |

Count the number of times you circled YES. Find this number in the chart to find your rating.

B. Given multiple choice questions about attitudes toward reading, the student will choose the answer that best describes his own feelings.

Primary Level

Directions: Read each question carefully. Mark the answer that you think tells the most about you.

1. Which one of the following do you like to read the most?

   a. Stories
   b. Magazines
   c. Comic books
   d. Picture books

2. How do you feel about reading for fun?

   a. I like it.
   b. I would rather watch TV.
   c. I don't like it.

3. How well do you think you read?

   a. Good
   b. Fair
   c. Poor

4. Do you understand what you have to read for school?

   a. Always
   b. Usually
   c. Sometimes
   d. Never

5. Do you talk to someone else about the things you read?

   a. Often
   b. Sometimes
   c. Never

Middle School-Junior High

Directions: Read each of the following questions carefully and mark the answer that describes you best.

1. If given a choice of reading materials, which one would you select?

   a. Magazines
   b. Comic Books
   c. Short Stories
   d. Novels

2. If given a choice of subject-matter in reading materials, which one would you select?

   a. History
   b. Science
   c. Music
   d. Math

3. How do you feel about reading for fun during vacation?

   a. I enjoy it.
   b. I can take it or leave it.
   c. I'd rather do something else.
   d. I don't like it at all.

4. How often do you read for fun during your spare time?

   a. None
   b. One to three hours a week
   c. Three to six hours a week
   d. More than six hours a week

5. How would you rate yourself as a reader?

   a. Above average
   b. Average
   c. Below average

6. How often do you picture yourself doing the kind of work the people you read about do?

   a. Often
   b. Sometimes
   c. Seldom
   d. Never

7. How often do you read about the kind of job you might like to have someday (such as nurse, dentist, secretary)?

   a. Often
   b. Sometimes
   c. Seldom
   d. Never

8. How often do you read about your hobbies (stamp collecting, sewing, sports, coin collecting, etc.)?

   a. Often
   b. Sometimes
   c. Seldom
   d. Never

9. Do you understand the materials you are expected to read for school?

   a. Always
   b. Usually
   c. Sometimes
   d. Seldom

10. How often do you talk to your parents or friends about interesting things you have read?

   a. Often
   b. Sometimes
   c. Seldom
   d. Never

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3201:* *Students will affect the degree to which reading contributes to their personal development by indicating how much time is spent reading to others.*

Suggested Activity

Following the directions and suggestions on the chart, the student will read to others and record the amount of time spent in this activity.

Sample Chart

Reading To Others

1. The first thing you should do is tell the children who you are; why you have come. You may want to tell them something about yourself, such as where you live, how old you are, what grade you are in, etc.
2. Try to make the children feel relaxed. Ask them their names and something about themselves.
3. Before you start the story, make some comment about the story. You might say, "The story I am going to read you is about a special horse, a secret hiding place, or an unusual person." In other words, give the children some idea of what the story is going to be about.
4. While you are reading the story, you may want to stop once or twice and ask the children a question. This will help to make sure they are paying close attention.
5. When you have finished reading the story you can ask them some questions, such as:

   What was the name of the boy in the story?

   Did this story remind you of something that happened to you one time?

   Why did such and such happen in the story?

   How did so and so feel about what so and so did?

   Did you like the story?

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3202: Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend by reading for entertainment.*

### Suggested Activity

Given a checklist, the student will keep a record of the various types of reading materials and the time spent reading for entertainment.

| CHECKLIST | | |
|---|---|---|
| Materials | Check | Time |
| | | |
| | | |

As a class, the students can compile a cumulative list of favorite reading materials which can be recorded on a master sheet on which the students can check and record the time.

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3301:* *Students will affect the degree to which reading contributes to their personal development by indicating if reading has enhanced their ability to enjoy hobbies or games.*

### Suggested Activity

Make an annotated bibliography of any reading material you have purchased or borrowed that has helped you to enjoy your hobby or play games with more skill.

Note: This can be done as a class project and the students can share their personal bibliography with their classmates.

## GOAL III: ATTAINING PERSONAL DEVELOPMENT

*Objective 3302: Students will affect the degree to which reading contributes to their personal development by indicating how often or how much time they spend reading to acquire information about life goals or possible career opportunities.*

### Suggested Activity

Have the student keep a 3" x 5" card in his wallet as a record of how often and how much time he spends reading any material to acquire information about his future career. This card will indicate how reading has contributed to his personal development.

# FUNCTIONAL READING

FUNCTIONAL READING
WEST
UP
SLOW
EXIT
DANG
STO
POISON
Rx PRESCRIPTION
RECIPE
WHOLE WHEAT BREAD
FLOOR
N BOWL
00°
R ONCE
ANS
IX OR
R FOR
FOLLOW THE DIRECTIONS
A. CUT 6 FOOT STRING
B. DOUBLE STRING
C. TIE SLIP KNOT ON DOUBLE END
D. THREAD 3 RED BEADS
CASH SALE
RECEIPT
2 6 yds cloth 80 4.80
80 4.80
3 box tacks 20 .60
2 lbs #8 nails 30 .60
BALTIMORE

## VOLUME 2

1975
MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION

CS001967

# FUNCTIONAL READING RESOURCE MANUAL
# FOR
# TEACHERS

## VOLUME II

Gaining Information

Understanding Forms

Appendices

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# INTRODUCTION

A "Revolution in Reading" does not look to gimmicks, to sophisticated machines, or to tricking a child into knowledge. It is a revolution that aims at stimulating the range of a child's natural curiosity--making available a variety of materials, not simply textbooks, but "real" print and non-print media--and thereby preparing him to meet the reading demands for functioning and surviving in society.

The Maryland State Department of Education developed a functional reading program which ensures that all students will acquire the skills necessary for survival in our society. This program should be an integral part of the ongoing reading program in each school.

The success of this program will depend upon a continuous program that begins in the kindergarten and elementary grades and continues through high school. Such a program contains practice in five goal areas:

* Following directions on various levels.
* Locating references in various fields.
* Developing personal interest through reading.
* Applying information for school, vocation, society, and home.
* Understanding forms for reporting personal information.

This resource manual (Volumes I, II) contains a sampling of activities, games, and ideas to help the teachers of the State better understand the competencies in the area of functional reading. These activities are designed not as a means to an end but as a beginning. They are not identified by grade or reading level, but should be adapted to the needs of the students. An individual teacher's interest, creativity, and understanding of the reading level of children will enable him to expand the activities presented to children.

# GOAL IV

# READING OBJECTIVES:

# GAINING INFORMATION

## GOAL IV: GAINING INFORMATION

*Objective 4101: Students will read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society.*

### Suggested Activities

A. Given a list of vocabulary words necessary for understanding the purchasing of merchandise, the student will read the vocabulary and complete the matching worksheet.

### Vocabulary

CARBON COPIES - Another copy made by the use of carbon paper.

CATALOG - A list of items arranged a certain way; by numbers or by letters.

RETAIL STORE - A store in which you choose what you want, pay for it, and take it home with you.

CATALOG STORE - The merchandise is not in this type of store; you look in a catalog and place your order with a salesperson. You can't take the merchandise with you.

SHIPPING COSTS - The amount paid to ship an item somewhere.

COSTS - The amount paid for an item.

QUICK INDEX - You may find this on the cover or spine of the book. It lists items in a general list, such as furniture and auto parts.

FULL INDEX - A type of table that lists everything in alphabetical order. It lists small items as well as large items.

FREIGHT - Something that is loaded for transportation; cargo.

C.O.D. - A way to pay for merchandise when you receive it. It means cash on delivery.

SECTION - A part of an item.

CATEGORY - A group of similar items.

SPECIFIC - Falling into a named category.

GENERAL - Not in detail.

TOTAL COST - The entire cost of an item

MERCHANDISE - Items sold at a store.

## Vocabulary Exercise I

Directions: After each vocabulary word in the first column, place the letter of the definition that matches the word.

1. Carbon copies ( )
2. Catalog ( )
3. Retail Store ( )
4. Catalog Store ( )
5. Shipping Costs ( )
6. Costs ( )
7. Quick Index ( )
8. Full Index ( )

A. Another copy made by the use of carbon paper

B. The merchandise is not in this type of store. You look in a catalog and place your order with a salesperson. You can't take the merchandise with you.

C. You may find this on the cover or spine of the book. It lists items in a general list, such as furniture and auto parts.

D. The amount paid for an item.

E. A list of items arranged a certain way; either by numbers or by letters.

F. A type of table that lists everything in alphabetical order. It lists small items as well as large items.

G. The amount paid to ship an item somewhere.

H. A store in which you choose what you want, pay for it, and take it home with you.

## Vocabulary Exercise II

Directions: After each vocabulary word in the first column, place the letter of the definition that matches the word.

1. Freight ( )
2. C.O.D. ( )
3. Section ( )
4. Category ( )
5. Specific ( )
6. General ( )
7. Total Cost( )
8. Merchandise ( )

A. A way to pay for merchandise when you receive it. It means cash on delivery.

B. The entire cost of an item.

C. Not in detail.

D. Something that is loaded for transportation cargo.

E. Items sold at a store

F. A part of an item

G. Falling into a named category

H. A group of similar items

B. Given a list of vocabulary words necessary for understanding the purchasing of merchandise, the student will complete a "Fill in the Blanks" exercise.

Sample Exercise

Directions: Fill the blanks using the vocabulary words:

Catalog

Carbon

Quick Index

Total Costs

Cost

Alphabetical

Shipping Costs

Full

1. A book that contains an alphabetical listing of merchandise sold in a story is a ____________________.
2. To find out if a catalog store sells a certain kind of tire, you should use the ____________________ index.
3. The ____________ of an item is how much you pay for it.
4. To find out if a catalog store sells dishwashers, you should use the ___________ index.
5. The _____________ costs pay for the freight charges.
6. The _____________ cost of an item includes the cost of an item, tax, and shipping.
7. The same orders were _____________ copies.
8. Sears is both a retail and a ______________ store.

GOAL IV: GAINING INFORMATION

*Objective 4102: Students will read to elicit necessary information for school from textbook assignments.*

Suggested Activities

A. Given a set of problems from a mathematics textbook, the student will read the problems, determine which procedure should be followed to solve the problem, and write a word after the number on his answer sheet that tells which procedure he chose.

Sample Math Problems

1. How much change will you receive from $10.00 after buying three pairs of socks at 79¢ a pair? _____
2. Bob weighs 96 pounds. Tom weighs 78 pounds. How much do they weigh together? _____
3. Mary was traveling 1,480 miles to visit her sister. The estimated flying time was four hours. What was the expected average rate of travel? _____
4. If John works 7 1/2 hours per day, how many hours does he work during a six day week? _____

Answer Sheet

1. Multiply and substract
2. Addition
3. Divide
4. Multiply

B. Given a mathematics textbook, the student will use the glossary to read the meaning of the terms listed below and write a definition in his own words.

Sample of Mathematical Terms

Associative property of addition
Common multiple
Diameter
Exponent
Integers
Inverse Operation
Perpendicular
Reciprocals
Union

## GOAL IV: GAINING INFORMATION

*Objective 4201: Students will read to elicit necessary information for a vocation from training manuals.*

### Suggested Activities

A. Given a page from a manual describing various jobs, the student will read to elicit information to answer "yes or no" questions on a worksheet. (See next page for sample page)

Sample Questions

1. Does the chart indicate that the position of Airline Stewardess has good employment possibilities?

   a. Yes
   b. No

2. How much money can a TV actor or actress earn according to the chart?

   a. $165 a week
   b. $120 a day
   c. $180 per half hour
   d. $180 per hour

3. How many openings are there annually for carpenters?

   a. 800
   b. 74,000
   c. 5,000
   d. About 45,000

# JOBS: 4 YEARS COLLEGE NOT REQUIRED

x—excellent opportunities
r—reasonably good opportunities
m—might get a job
gp—grim prospects
g—good luck—you'll need it

| Occupation and Special Notes | Rating | Average Starting Salary † $$$$$$ | Average Number Openings Per Year | Education, Training & Certification (In addition to High School Diploma) |
|---|---|---|---|---|
| **Actor or Actress:** Glamor is only for the chosen few; most are often unemployed or never become famous. Competition fierce. | g | 165/wk Broadway<br>120/day movies<br>180/½ hr. TV | 800 | Get as much acting experience as possible. Acting school helps. |
| **Aircraft Mechanic:** Keeps the planes flying; need to be agile, highly skilled and careful. Lives depend on this job. | r | 9,500-13,500 | 6,000 | Must have FAA license; to get it need 18 months experience or diploma from FAA-approved mechanics school. |
| **Airline Stewardess:** Glamorous but hard work; foreign language skill helps. Benefits include free travel, meeting people. | m | 6,000-8,000 | | Must be 19-27 yrs. old; 5'2"-5'9" and unmarried when first hired. Airlines conduct 5-wk. training program. |
| **Artist, Commercial:** Illustrates or pastes up copy for advertising, publishing, industry. Most jobs in big cities. | m | 3,400-5,400 | 2,500 | 2-3 yrs. art school or (4-yr.) BFA degree Also need a good portfolio or samples of your work. |
| **Appliance Repairman:** Requires manual skill and ability to work independently. Jobs available everywhere. | r | 2-3/hr | 11,000 | On-the-job training most common; some technical schools and manufacturing firms have training programs. |
| **Assembler:** Works on factory assembly lines. Jobs depend a lot on changes in business conditions. | m | 2-4/hr | 44,000 | On-the-job training. |
| **Automobile Mechanic:** Fixes and tunes the engine. Requires good manual skills, ability to work independently. | m | 1.80-3.50/hr | 23,300 | On-the-job training for beginners; 3-4 yr. apprenticeship to become all-round mechanic |
| **Automobile Salesman:** Ability to relate to people important. Most job openings result from turnover, not industry growth. | gp | 9,700-10,000 on commission | 4,300 | Experience selling other products helpful. On-the-job training. |
| **Bank Teller:** Handles transactions of money so must be bonded. Also a friendly manner important. Good part-time work. | r | 5,000-6,500 | 14,700 | On-the-job training. |
| **Barber:** Trend to longer hair keeps employment from growing as fast as male population. | gp | 4,400-6,500 | 7,700 | Attend approved barber school, pass apprenti exam and 2 yrs. later pass state exam to get license; must also have health certificate. |
| **Beautician:** Jobs increase as more women have time and money to use beauty salons. Requires good grooming, knack for "style." | r | 3,300-4,700 plus tips | 43,000 | Must complete state-approved cosmetology course and must pass state exam to be licensed. Health certificate needed. |
| **Bookkeeper:** Helps keep financial records. Use of electronic data processing equipment limits number of new jobs opening. | gp | 5,000-5,400 | 74,000 | High school courses in arithmetic and bookkeeping; on-the-job training available, but junior college grads get better jobs. |
| **Bricklayer:** Construction growth and popularity of brickwork creates new jobs. However, bad weather means occasional unemployment. | r | 2.50-4/hr | 8,500 | 3-yr. apprenticeship program. Requires physical stamina. |
| **Carpenter:** Good opportunities as construction expands. Outdoor work requires stamina, manual skills and sense of balance. | r | 2.20-4/hr | 48,000 | 4-yr. apprenticeship program. |
| **Cook and Chef:** The more skill the better. Highly skilled chefs are in short supply, but short order cooks are a dime a dozen. | r | 2-4.75/hr for chefs | 4,900 | On-the-job training; begin as kitchen helpers. Some vocational schools offer cooking course Health certificates required by many states. |
| **Dancer:** Glamor field with limited openings; requires years of training. Best outlook for those trained to teach. | g | 165/wk | 1,500 | Training begins by age 12 at latest; audition by age 17 or 18. Experience as performer best preparation for teaching. |
| **Dental Assistant:** Helps dentist at chairside or takes care of patients' records. | r | 3,900-7,800<br>5,212-5,853** | 9,200 | On-the-job training, but opportunities better for junior college graduates. |

*†Annual salary unless stated otherwise* ***In federal job*

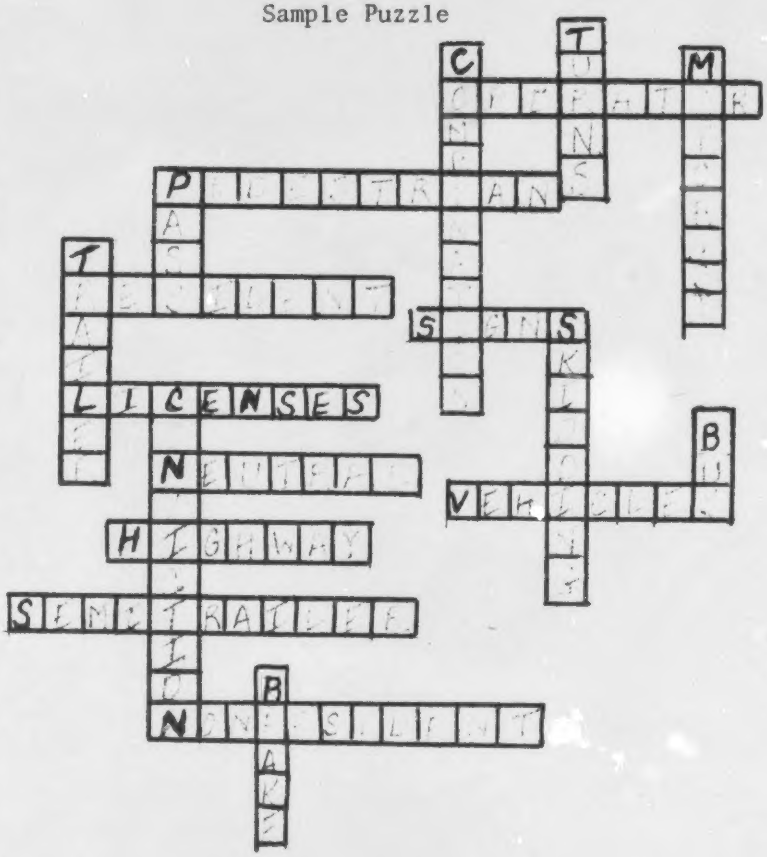
B. At a center on gaining information from a driver's manual, the student will read to elicit information from the driver's manual (a) to do a word puzzle and, (b) to identify arm signals on a chart to complete a multiple choice exercise.

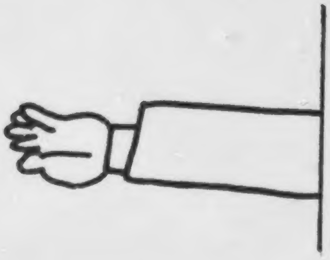
Directions: Start with licenses and follow through by filling in the blanks with the correct number of letters to fit each space. Use the words and number clues at the top to aid you.

Clues

| | |
|---|---|
| 8 | skidding |
| 5 | turns |
| 3 | bus |
| 6 | driver |
| 8 | resident |
| 10 | pedestrian |
| 8 | operator |
| 11 | nonresident |
| 7 | highway |
| 10 | conviction |
| 11 | combination |
| 11 | semitrailer |
| 7 | trailer |
| 8 | vehicles |

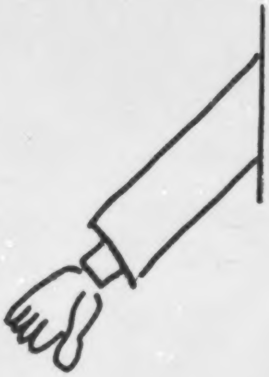
Sample Puzzle





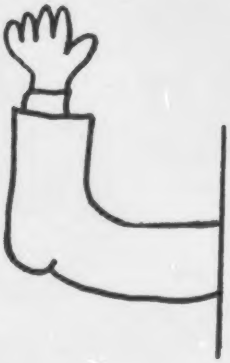
__________

A. Stopping
B. Left turn
C. Right turn



__________

A. Left turn
B. Right turn
C. Stopping



__________

A. Right turn
B. Stopping
C. Left turn

C. Given a set of instructions from a training manual, the student will read to be able to fill in the blanks on a worksheet.

> Sample from a Training Manual
>
> Worm and Sector Steering Gear
> Adjustment instruction
>
> 1. To adjust the radial play, the steering worm is turned so that the drop arm is at right angles to the steering worm.
> 2. Tighten the adjusting screw as far as it will go and then back it off approximately one sixth of a turn and then secure it with a lock nut.
>
> After having installed a new steering set, the adjustment should be rechecked after an operating period of about 500 km. Readjust if necessary.

Directions: Fill in the blanks

1. The adjustment should be rechecked after ________.

2. Tighten the adjusting screw and back it off _______ of a turn.

3. The drop arm should be at _______________ to the steering worm.

4. The adjusting screw should be secured with a _____________ ________________.

## GOAL IV: GAINING INFORMATION

*Objective 4202: Students will read to elicit necessary information for a vocation from safety and job requirements. (Time cards, punch-in notices, quota charts, production records.)*

Suggested Activities

A. Given a chart on operating Power Machines, the student will read to elicit information about using the power machines safely and complete a worksheet.

### Rules for Operating Power Machine

1. NO power machines may be operated without suitable eye protection.
2. NO power machines may be operated by more than one person.
3. NO power machines may be operated for the first time without the assistance of the instructor.
4. NO power machines may be operated if the instructor is not in the room.
5. Always maintain a safe distance of three feet when observing a machine operation.
6. Machine operators may not wear loose clothing or jewelry.
7. Machine operators must have long hair pulled back.
8. All machines must be unplugged when changing speeds.

Directions: Use the shop rules to answer each question below. Mark the letter on the answer sheet that indicates the best answer to the question.

1. What do the shop rules say about operating the power machine?
   a. Get a note from your teacher giving his permission.
   b. You must wear eye protection.
   c. You must sign up the day before you use the machine.
2. What do the rules say is not allowed in the shop?
   a. You must have the teacher in the room when you operate a machine.
   b. You may work with a partner on the machines.
   c. You may not unplug machines.
3. How far must you be from a machine if you are watching the operation?
   a. 1 foot
   b. 2 feet
   c. 3 feet

B. Given a set of cards on which safety rules from a training manual have been typed, the student will separate the rules into Do and Do Not groups.

Sample Safety Rules

Directions: Here are some safety rules. Some tell things you should do; some tell things you should NOT do. Separate the rules into two groups: Do and Don't.

1. When descending stairs, use the handrails provided.
2. Lean far back in any chair.
3. Carry materials high in front of you to block your view.
4. Carry tools and equipment up and down a ladder.
5. Lift with the knees bent and your back straight.
6. Walk on sidewalks and marked walkways.
7. Walk in the building.
8. Lift with your back muscles.
9. Take shortcuts through work and storage areas.
10. Read while walking.
11. Look before you open a door into a hallway.
12. Use a box, chair, barrel or other makeshift object in place of a ladder.
13. Wear safety goggles when your eyes are endangered.
14. Stand on boxes and chairs when reaching for objects.
15. Use ladders with broken steps.
16. Face the ladder while going up or down.
17. When working on a straight ladder, hold on with one hand and hook one leg through a rung.
18. Handle knives and scissors carelessly.
19. Throw paper clips and shoot rubber bands.
20. Use a hand line to carry tools up and down a ladder.

21. Become familiar with the operation and use of a fire extinguisher.

22. Learn how to turn in a fire alarm.

## GOAL IV: GAINING INFORMATION

*Objective 4204: Students will read to elicit necessary information for a vocation from want ads.*

### Suggested Activities

A. At a center on gaining information for a vocation from want ads, the student will read the ads and catagorize them according to male and female jobs.

B. At the same center, the student will choose a want ad for a job that he would be interested in and answer the questions given on a chart.

Sample Questions

1. What job are you applying for?
2. What firm is advertising this position?
3. What are the qualifications for the job?
4. Do you need any references?
5. Is a salary mentioned?
6. How or where do you apply for this job?

C. At a center, the student will read the want ads to make a list of all local firms desiring help.

## GOAL IV: GAINING INFORMATION

*Objective 4203: Students will read to elicit necessary information for a vocation from a memorandum.*

Suggested Activities

A. The student will read the memorandum from a principal's office and check the true statements on the worksheet.

Directions: On a chart make a copy of a memorandum from the principal's office.

Sample Memorandum

Behavior Rules

1. No talking during study periods.
2. Girls can't wear pants.
3. Boys can't wear long hair.
4. No leaving the building at lunch time.

Sample Worksheet

__________ Students in this school have quiet study periods.

__________ The principal is a pleasant man.

__________ This school has rules on student dress.

__________ The students must eat lunch at school.

__________ This school is a Junior High School.

B. Given a copy of a company memorandum from the personnel office to all employees, the student will be able to check the statements on his answer sheet that are true.

COMPANY XYZ

Office Memorandum

TO: All Employees
FROM: Personnel Office
CONTENT: Proper Time-Keeping Procedures

No employee shall be on the premises regularly more than ten minutes before starting time, nor remain on the premises regularly more than ten minutes after quitting time, without obtaining permission from store management to do so. Entries in the Weekly Time Record must be made by each employee at all times when going on and off duty (including lunch periods), and under no circumstances will an employee make entries in the Time Records of another employee.

Sample Questions

Directions: Read the company memorandum on the chart. Check the statements below that are true.

1. ______ You must make your own entries in the Weekly Time Record.

2. ______ You may come one half hour early to work to talk to your friends.

3. ______ You must leave the premises ten minutes after quitting time.

4. ______ Your friend can enter the time you leave for lunch on your Weekly Time Record.

GOAL IV: GAINING INFORMATION

*Objective 4205: Students will read to elicit necessary information for a vocation from work schedules.*

Suggested Activities

A. Given a copy of a child's daily schedule, the student will be able to locate and write the answers to the questions on time.

NAME ______________________ DATE ______________________

KATHY'S DAY

| HOUR | ACTIVITY | HOUR | ACTIVITY |
|---|---|---|---|
| 7:00 A.M. | Wake up! Wash! Dress | 12:30 P.M. | Play in schoolyard |
| 7:15 A.M. | Breakfast | 12:55 P.M. | Bell to come inside |
| 7:45 A.M. | Make bed. Straighten room | 1:00 P.M. | Geography |
| 8:00 A.M. | Depart for school | 1:45 P.M. | Language |
| 8:15 A.M. | Meet Terry. Walk to school | 2:30 P.M. | Art |
| 8:30 A.M. | School begins! | 3:15 P.M. | School ends! |
| 8:45 A.M. | Pledge of Allegiance | 3:30 P.M. | Arrive home! Change clothes |
| 9:00 A.M. | Reading | 3:45 P.M. | Play! Play! |
| 9:45 A.M. | Arithmetic | 5:15 P.M. | Practice Piano |
| 10:30 A.M. | Recess! Play! | 5:45 P.M. | Cleanup! Set table |
| 10:45 A.M. | Spelling | 6:00 P.M. | Dinner |
| 11:45 P.M. | Gym | 7:00 P.M. | Homework |
| 12:00 P.M. | Lunch | 8:15 P.M. | Bathe |
| 12:25 P.M. | Bell for outside play | 8:30 P.M. | Lights out! |

Directions: Study Kathy's schedule. Answer the questions by writing the correct times.

1. What time does Kathy leave for school? _____
2. What time does Kathy have reading? _________
3. What time does Kathy eat lunch? ____________
4. What time does Kathy practice piano? _______
5. What time does Kathy take a nap? ___________
6. What time does Kathy work with numbers? ____
7. What time does Kathy paint? ________________
8. What time does Kathy play at school? _______
9. What time does Kathy play at home? _________
10. What time does Kathy leave school? _________
11. What time does Kathy go to bed? ____________
12. What time does Kathy help her mother? ______
13. What time does Kathy do homework? __________
14. What time does Kathy begin her day? ________
15. What time does Kathy study the globe? ______
16. What time does school end? _________________
17. What time does Kathy write stories? ________
18. What time does Kathy meet Terry? ___________
19. What time does school begin? _______________
20. What time does Kathy work with clay? _______
21. What time does Kathy have reading? _________
22. What time does Kathy have breakfast? _______

B. Given the following schedule the student will answer multiple choice questions about the schedule.

| | | |
|---|---|---|
| Period 1. | 8:30 - 9:20 | English |
| 2. | 9:20 -10:10 | Social Studies |
| 3. | 10:10 -11:00 | Math |
| 4. | 11:00 -11:50 | Science |
| 5. | 11:50 - 1:20 | Physical Education |
| 6. | 1:20 - 2:10 | Art |
| 7. | 2:10 - 3:00 | Music |

Lunch Schedule

| | |
|---|---|
| 11:50 - 12:20 | Grade 6 |
| 12:20 - 12:50 | Grade 7 |
| 12:50 - 1:20 | Grade 8 |

Sample Questions

1. At 10 o'clock what will you be doing?

   a. Social Studies
   b. Science
   c. Art

2. What time will Math be over?

   a. 1:20
   b. 10:10
   c. 11:00

3. If you are in Grade 7, at what time do you go to lunch?

   a. 11:00
   b. 12:30
   c. 12:15

4. At what time should you start cleaning up in art class?

   a. 2:00
   b. 1:30
   c. 2:10

GOAL IV: GAINING INFORMATION

*Objective 4206: Students will read to elicit necessary information for a vocation from company policy statements.*

Suggested Activity

At a center, the student will match the titles to the descriptions of the proper handling of merchandise purchases by customers as found in a retail store company policy statement for a retail sales clerk.

Sample

| Titles | Descriptions |
|---|---|
| 1. Sales Receipt Required for Each Purchase | Each customer must be given a complete and legible cost sales receipt validated by the cash register. |
| 2. Bag or Wrap all Customer Purchases | All merchandise sold not to be installed will be placed in bags or wrapped. |
| 3. Protection of Lock-up Merchandise | Merchandise located in locked counters which is removed for examination by customers must never be left unattended. |

GOAL IV: GAINING INFORMATION

*Objective 4207:* *Students will read to elicit necessary information for a vocation from union contracts. (Individuals do not sign or receive copies of union contracts. They receive agreement booklets. They may be obtained from a local union.)*

Suggested Activities

A. Given a booklet called "Agreement, April 1973-March 31, 1975, Mechanical Contractors Association of Maryland, Inc., and Local Union No. 48, United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada," the student will read the book to elicit necessary information to fill in the blanks on a worksheet.

Sample

Directions: Read the incomplete sentences below. Locate the page number given in parenthesis behind each sentence and read the page to find the information to fill in the sentence blanks.

1. Article 14 is _____ and found on page 23. (Index Page)
2. The agreement is no longer valid after _____. (page 1)
3. When you read M.C.A. in the agreement it stands for _____. (page 2)
4. In order to be hired under Article 3, you must have completed the M.C.A. Local Union No. 48 ___________, or if you have taken a State approved apprenticeship program or had actual experience in the industry for the same number of years on the M.C.A. Local Union No. 48 Joint Apprenticeship Program you must pass _____. (page 3)
5. The only organization having control of the pipe fitting trade and industry in the United States is the _____. (page 12)
6. In this trade you work a _____ week and your daily hours are between _____ and _____. (page 30)
7. A journeyman will get _____ an hour until October 30, 1973, and after this date he will get _____ less because that amount will go to his _____. (page 32)
8. If you are 55 years old you will be hired on a job that has _____ plumbers and needs a _____. (page 38)

B. Given a copy of the agreement between Local Union No. 24, International Brotherhood of Electrical Workers, and Baltimore Division, Maryland Chapter NECA, the student will read Article III, pages 10-29, and answer the questions about wages and working conditions on his worksheet.

### Sample Worksheet Questions

1. What amount of time constitutes a workday? Weeks?
2. For what work will you be paid double-time?
3. What is the rate of pay for jobbing or maintenance work?
4. If you work the second shift, will you be paid more money? If so, how much?
5. How can you get permission to work on Labor Day?
6. Why does the employer withhold $.40 per hour for each hour worked from your net wages?
7. What arrangements are made for you to pay your union dues?

Circle yes or no

yes no 1. No travel time is paid for a job within jurisdiction of the Union.

yes no 2. You are not paid for driving your personal vehicle to do business.

yes no 3. You will be paid two hours compensation if you report for work and the weather is inclement.

yes no 4. If you lose an employer's tool, you are not responsible for it.

yes no 5. You must put your tools away after work hours.

## GOAL IV: GAINING INFORMATION

*Objective 4301: Students will read to elicit necessary information for societal purposes from a public announcement.*

Suggested Activities

A. At a center on gaining information from the toll schedule for the Chesapeake Bay Bridge-Tunnel, the student will answer the questions on paper.

Directions: Read the toll schedule for the Chesapeake Bay Bridge-Tunnel to gain information about crossing. Answer these questions on your own paper. Put your completed paper on the teacher's desk.

1. How much does it cost for you family to cross in your dad's pick-up truck?
2. Uncle Bill is behind you on his motorcycle. How much will it cost him?
3. How much will it cost your friend's dad to cross pulling his two-axle camper behind his pick-up?
4. How much more did they pay than you did?
5. Can your friend's dad cross with a LP-Gas tank in his camper?

B. At a learning center, the student will make a poster to show his understanding of reading to elicit information from public announcements.

Example

1. Choose one of these pieces of tagboard.
2. Use crayons, poster paint, or magic markers.
3. Make a poster to advertise our Book Fair.
4. Remember these things
   a. A public notive tells: What is happening
      Where it is
      When it is
      Who is sponsoring it
   b. A public notive must be pleasing to the eye and uncluttered.

C. Given a flyer or public announcement and a worksheet with questions, the pupil will read to elicit information from the flyer to answer the questions.

Sample Questions

Directions: Read the following flyer (next page) and answer these questions.

1. What event is advertised?
2. What is the date and time of the event?
3. Where is the event?
4. How much are the tickets?
5. Is there any confusion about the ticket prices?
6. How many bands will be at the dance?
7. Who is sponsoring the event.
8. What other announcement is listed other than the dance?
9. When does the second event begin?
10. Where will it be?
11. Who is sponsoring the second event?
12. Is this a good public notice? Give reasons for your answer.

YOU are publicly invited to

# Colonial

# MARDI GRAS BALL

SPONSORED BY . . .

**Citizens' Scholarship Foundation of St. Mary's County**

**COME !!!**

come and have fun
the music is great
let down your hair
come share if you dare
have your big fling
'tis that time of year
for Lent will soon be here

King Comus rules the Mardi Gras
to crown Rex & Regina who will reign
let carnival be part of you
and you be part of carnival

come as daring as you dare
any crazy get-up will do
knight, cinderella, minuteman, navy,
viking, roman, army, pharoah,
buccaneer, jester, farmer,
or fisherman, too

who will be king?
who will be queen?
come see for yourself
that's what's happening

## LEONARD HALL DRILL HALL

LEONARDTOWN, MD.

**Sat. Feb. 16th, - 9:00 p.m. till?**

**B.Y.O.B.**
**BEER AVAILABLE**

**2 DANCE BANDS**
**TICKETS - $3^{00}$**

## George Washington Weekend Celebration

RECREATION & PARKS

Fun & Games start at 10:00 a.m

D. Given a chart on park rules to read, the student will be able to answer multiple choice questions.

### PARK RULES

1. Sign up for play equipment.
2. Use of equipment is on a first come, first serve basis.
3. Report broken equipment to the director.
4. There is no charge for equipment broken by accident.
5. No betting on games
6. Weekend time limit for equipment:

Pool tables - sixty minutes
Ping Pong - thirty minutes
Tennis - one hour and a half
Badminton - forty-five minutes

Directions: Use the PARK RULES to answer each question below. Mark the correct letter on the answer sheet that indicates the best answer to the question:

1. What do the park rules say you have to do with play equipment?
   a. Sign your name when you return the equipment.
   b. Sign up during the week for equipment you want during the weekend.
   c. Sign up when you take play equipment out.
   d. Sign your name when you break equipment.

2. What do the rules say is not allowed in the park?
   a. Playing tennis without tennis shoes is not allowed.
   b. Betting on games is not allowed.
   c. Playing ping pong for a half hour is not allowed.
   c. Running around the pool tables is not allowed.

3. For how long can you play pool on a Saturday or Sunday?
   a. 45 minutes
   b. 1 1/2 hours
   c. 30 minutes
   d. 1 hour

## GOAL IV: GAINING INFORMATION

*Objective 4302: Students will read to elicit necessary information for societal purposes from legal documents.*

### Suggested Activities

A. Given a copy of a summons, the student will read to elicit the information necessary to answer the questions.

Sample Summons

Index No.

Civil Court of the City of Hagerstown
County of Washington

Adams Furniture, Inc. Plantiff
against
Joe T. Springtoff Defendant

SUMMONS

Indorsed Complaint

A statement of the nature and substance of the plaintiff's cause of action is as follows:

Action for money damages, for $360.00 dues and owing plaintiff from said date June 16, 1974.

Sample Questions

Directions: Read the summons above and answer the following questions.

1. In the summons, who is the person being sued?
2. Who is suing?
3. What is the reason for the suit?
4. How much money is he suing for?
5. Is this a civil or criminal case?

B. Given a copy of the contents of a summons, the student will follow and complete the directions listed below.

Sample Summon's Content

YOU ARE HEREBY SUMMONED to appear in the Civil Court of the City of Hagerstown, County of Washington, at the office of the Clerk of the said Court of 141.

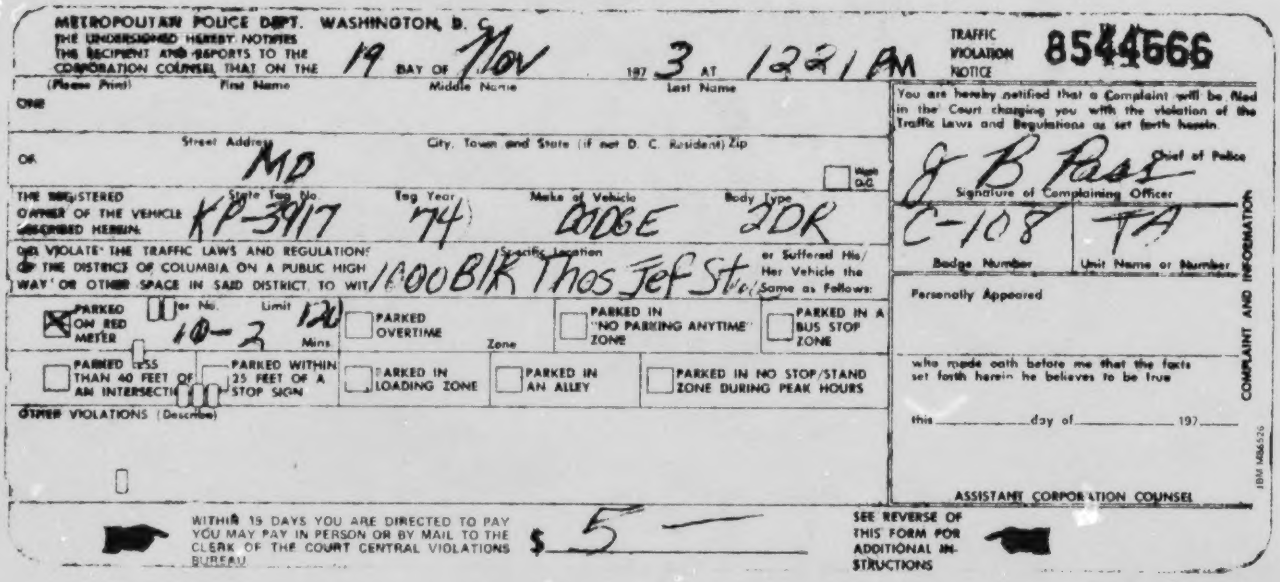
Lee Street in the County of Washington, City of Hagerstown, and State of Maryland, within ten days after service of this summons upon you, exclusive of the day of service, you are to make answer to the complaint: upon your failure to answer, judgement will be taken against you for the sum of $360.00.

Directions: Complete the activities below on your copy of the court summons.

1. Draw a line under the location of the court heading.
2. Circle the amount you will have to pay if you do not go to the court.
3. Put a box around how many days you have to answer the complaint.

C. Given a task folder containing a parking ticket, the student will read all information on the ticket and answer the questions written on 3 x 5 cards contained on the folder.

Sample Parking Ticket



**METROPOLITAN POLICE DEPT. WASHINGTON, D. C.**

THE UNDERSIGNED HEREBY NOTIFIES THE RECIPIENT AND REPORTS TO THE CORPORATION COUNSEL THAT ON THE 19 DAY OF Nov 1973 AT 1221 PM

TRAFFIC VIOLATION NOTICE 8544666

ONE (Please Print) First Name Middle Name Last Name

OR Street Address City, Town and State (if not D. C. Resident) Zip MD ☐ Night O.G.

THE REGISTERED OWNER OF THE VEHICLE DESCRIBED HEREIN: State Tag No. KP-3917 Tag Year 74 Make of Vehicle DODGE Body Type 2DR

DID VIOLATE THE TRAFFIC LAWS AND REGULATIONS OF THE DISTRICT OF COLUMBIA ON A PUBLIC HIGHWAY OR OTHER SPACE IN SAID DISTRICT, TO WIT: Specific Location 1000 BlK Thos Jef St or Suffered His/Her Vehicle the Same as Follows:

☒ PARKED ON RED METER Meter No. 10-2 Limit 120 Mins.

☐ PARKED OVERTIME Zone

☐ PARKED IN "NO PARKING ANYTIME" ZONE

☐ PARKED IN A BUS STOP ZONE

☐ PARKED LESS THAN 40 FEET OF AN INTERSECTION

☐ PARKED WITHIN 25 FEET OF A STOP SIGN

☐ PARKED IN LOADING ZONE

☐ PARKED IN AN ALLEY

☐ PARKED IN NO STOP/STAND ZONE DURING PEAK HOURS

OTHER VIOLATIONS (Describe)

WITHIN 15 DAYS YOU ARE DIRECTED TO PAY YOU MAY PAY IN PERSON OR BY MAIL TO THE CLERK OF THE COURT CENTRAL VIOLATIONS BUREAU $ 5 —

SEE REVERSE OF THIS FORM FOR ADDITIONAL INSTRUCTIONS

You are hereby notified that a Complaint will be filed in the Court charging you with the violation of the Traffic Laws and Regulations as set forth herein.

J B Pass Chief of Police

Signature of Complaining Officer

Badge Number C-108

Unit Name or Number TA

COMPLAINT AND INFORMATION

Personally Appeared

who made oath before me that the facts set forth herein he believes to be true

this ______ day of ______ 197___

ASSISTANT CORPORATION COUNSEL

IBM M86526

## Sample Questions & Answers

Directions: Read the parking ticket above and answer the following questions. When you are finished, check your own work, using the answers on the back of the card.

1. On what date did a parking violation occur?
   Answer: November 19, 1973

2. Why was this traffic violation notice given?
   Answer: Parked on red meter.

3. How much time is allowed for this ticket to be paid?
   Answer: 15 days.

4. How much must be paid for this traffic violation?
   Answer: $5.00

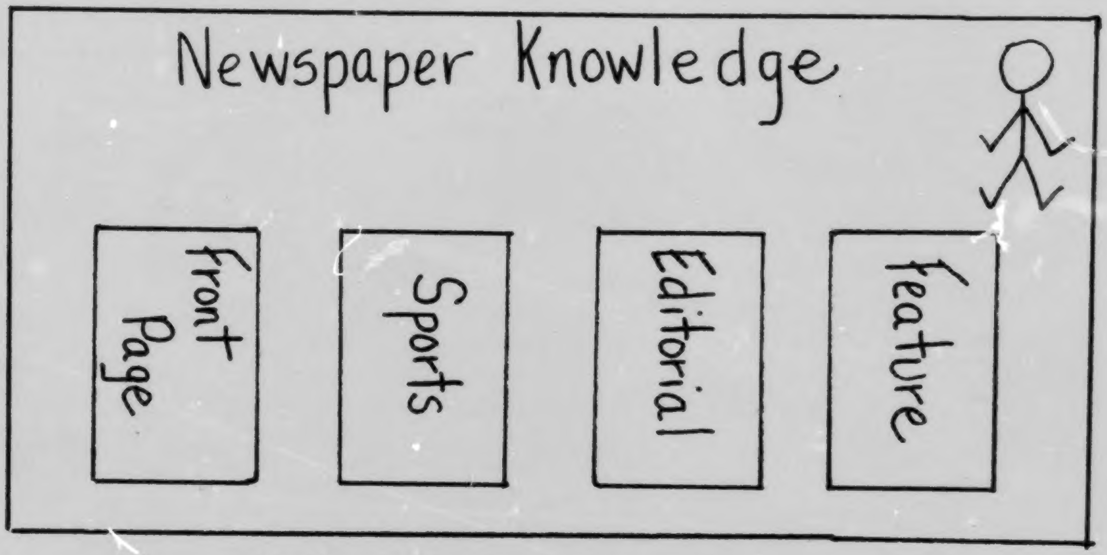
## GOAL IV: GAINING INFORMATION

*Objective 4303: Students will read to elicit necessary information for societal purposes from newspaper materials.*

Suggested Activities

A. The student will show he is able to locate and interpret information found in a newspaper by answering the questions on the newspaper knowledge center.

Sample Center Idea



Directions:
1. List questions for the sections of the newspaper which are posted on the bulletin board. Some sample questions are:
   - (a) What two news agencies wrote articles on the front page?
   - (b) Who was the political cartoonist?
   - (c) What sport is Billie Jean King known for?
2. Vary these questions according to the needs of your group of children.
3. Expose the children to the bulletin board for a week or so pointing out datelines, by-lines, and other newspaper terminology. This idea works well in conjunction with a unit on critical reading.

Materials:
Newspaper sections
Man made out of folded newspaper
Contact paper, cardboard (questions and directions mounted on this)
Two envelopes for answers and returned papers

B. At a center on newspaper headlines, the student will choose the headline to answer the questions and place it on the proper clip.

Center Idea

Using Headlines

Movie News

1. Which article...-θ------θ-

2. -θ------θ-

Directions:
1. Mount Headlines on tap strings.
2. Attach strips to center, lock with paper clips.
3. Develop questions to fit the headlines. Try to avoid using words in the questions that are also in the headlines.
4. Attach clips in the answer space to hold the mounted headline.

Sample Questions

1. Which article would you read to find out the score of the baseball game?
2. Which article would you read to find out what a movie is about?
3. Which article would you read to find out the predictions for the day which corresponds with your birth date?

Variation: Matching a headline to a question could be done as every pupil response with a small broup. One person reads the question. All others hold up the headline to answer the question. Plan to have 3-4 headlines for each person in the group.

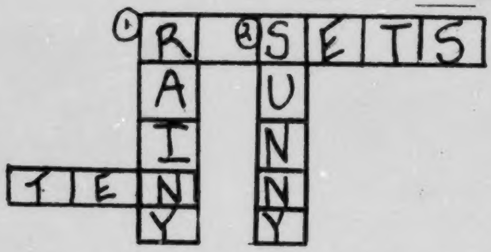
C. Given a task folder on reading the weather map and almanac in a newspaper, the student will read the map and the information given to complete a simple crossword puzzle.

Down

1. People in Florida did not go swimming because it was _______.
2. Baltimore weather was _______ today.

Across

1. There is a ___ percent chance of rain tomorrow.
2. The sun ____at 8:30 p.m. today.



D. Given a copy of the local paper and a "Scavenger Hunt" ditto, the students will read the paper to elicit the necessary information to complete the ditto to win the game.

Directions: Read a copy of the Howard County Times and find the answers to the following questions.

Name ____________________

"Scavenger Hunt in the Howard County Times"

1. Title of sports editor's column.
2. Who writes the report about the state delegate's activities?
3. What is the topic of the letters to the editor?
4. What time was a break-in attempted at the Laurel Race Course on July 4?
5. What is the name of the senior citizen's film being shown Friday in Columbia?
6. Where will the free Mother-Baby Care Course be taught?
7. In which section of the classified ads would you look to find a summer job?
8. Where would you look in the classified section for an ad about carpentry work?
9. On what page would you find a recipe for tomato dressing?
10. What honor did John David Myers receive?
11. In the Howard County YMCA Men's Softball Standings, which team leads the West Division?
12. Where can you find a recipe for barbecued turtle steaks?
13. What time are services on Sunday at St. Paul's Lutheran Church?
14. What kind of fishing is particularly good in the Potomac River?
15. Who is running the soccer clinic in Columbia?

## GOAL IV: GAINING INFORMATION

*Objective 4304: Students will read to elicit necessary information for societal purposes from political materials.*

Suggested Activities

A. Given a political flyer, the student will read to answer questions concerning the candidate's views on various topics.

Directions: Read the flyer to locate the answers to these questions. Write the answer in your own words.

1. What does the candidate think the county needs to do to prepare the budget?
2. What resource that would add money to the budget does he think the county has the right to?
3. How would he propose to protect the individuals purchasing power in the county?
4. What issue that he support will cause the parents of school age children to vote for him?
5. What is the issue he stands for that should appeal to the widest range of people?

Sample Flyer

JOHN WHITE SUPPORTS:

*More careful economic analysis of County spending projects.
*The opening of all County Council work sessions and hearings to the general public.
*The return to the county of all interest earned by the State of Maryland on County tax deposits.
*Consumer protection for Howard County
*Meaningful disclosure by all elected officials and appointed department heads.
*Adherence to the comprehensive County zoning and development plan of 1971.
*Continued improvement of our police force.
*Continued improvement of our schools.
*Improved juvenile services, including an intensive training group home.
*Comprehensive public transportation system linking Howard County with Baltimore and Washington.
*Equal opportunity for all persons regardless of sex, color, creed, or national origin.

JOHN WHITE cares about Howard County. Help Give Us Quality Government. Elect John White to the Howard County Council

DEMOCRAT DEMOCRAT DEMOCRAT

B. Using a newspaper article the student will cast a mock ballot for their party using the information given in the article.

Directions: From the list of candidates, fill in your choices in the ballot.

List Of Candidates
For Various Offices

COUNTY COUNCIL
(Five to be elected)

R.L. Anderson
R.A. Cook, Sr.
Thomas F. Cook DEMOCRATS
Albert R. Hardy
Ruth U. Keeton

Patricia M. Thorpe
Charles E. Miller REPUBLICANS
Mary E. Arber
Leola Dorsey
James M. Holway

JUDGE, ORPHAN'S COURT
(Three Nominations)

Irvin P. Dasher
Edward E. Kennedy
Ann D. Ring DEMOCRATS
John R. Inglehart
William R. Laupert

John R. Moore REPUBLICAN

CLERK, CIRCUIT COURT

M. Pumphrey DEMOCRAT

C.W. Senseney REPUBLICANS
F.F. Froehlich

REGISTER OF WILLS

George W. Slack DEMOCRAT

G.H. Senseney REPUBLICAN

SHERIFF

Oscar T. Laupert
Robert W. Moore
Shelton E. Sewell

STATE'S ATTORNEY

William R. Hymes
C.E. Wehland
W.H. Morstein
James S. Ansell

STATE SENATE
Fourteenth District

James Clark, Jr. DEMOCRAT

John E. Messner, Jr. REPUBLICAN

HOUSE OF DELEGATES
14A Sub-District
(One Nomination)

Robert Hacken DEMOCRATS
Joel Chasnoff

Harry Simms REPUBLICAN

14B Sub-District
(Remainder of Howard)
(Two Nominations)

Hugh Burgess DEMOCRATS
J. Hugh Nichols

Joseph S. Gaver
Wm. F. Carroll, Jr. REPUBLICANS

Howard County
COUNTY EXECUTIVE

E.L Cochran DEMOCRAT

H.G. Crist, Jr.
Herschell C. Doss REPUBLICANS

Name ____________________ Party ____________________

Write in the candidates name that you would cast your vote for:

1. County Council ________________
2. Judge, Orphan's Court _________
3. Clerk, Circuit Court _________
4. Register of Wills ___________
5. Sheriff ______________________
6. State's Attorney _____________
7. State Senate _______________
8. House of Delegates __________
9. County Executive ___________

GOAL IV: GAINING INFORMATION

*Objective 4305: Students will read to elicit necessary information for societal purposes from calendars.*

Suggested Activities

A. At a center displaying a large calendar, the student will read the calendar to locate information to answer a multiple choice answer sheet.

CALENDAR

FOR

MAY

Directions: Circle the correct answers on a ditto sheet from the envelope.

1. On what day does the month start?
   a. Monday    c. Wednesday
   b. Saturday    d. Sunday

2. On what day does the month end?
   a. Friday    c. Tuesday
   b. Thursday    d. Saturday

3. The 23rd comes on what day?
   a. Thursday    c. Friday
   b. Sunday    d. Wednesday

4. Two weeks from the 12th is what date?
   a. 12th    c. 19th
   b. 25th    d. 26th

5. What is the date of the 4th Sunday?
   a. 27th    c. 26th
   b. 19th    d. 31st

6. How many Sundays are in the month of May?
   a. 2    c. 4
   b. 19    d. 6

7. What is the date of Mother's Day?
   a. 2    c. 12
   b. 19    d. 18

B. Given a copy of a monthly calendar, the student will read the calendar to locate and mark the dates required to answer given questions.

Directions: Read a calendar and complete the following activities.

1. Mark all Mondays with a red X.

2. Underline the dates in the second complete week.

3. Draw a circle around all holidays in the month.

4. Make a box around the dates of a "three-day weekend."

## GOAL IV: GAINING INFORMATION

*Objective 4401: Students will read to elicit necessary information for the home from newspaper ads.*

### Suggested Activities

A. At a center on gaining information from a car advertisement, the student will read the ad and give written answers to the questions.

Directions:
1. Look over the advertisement.
2. Put your name, the number of the activity, and the title of the station on the top of your paper.
3. Answer the following questions.
4. When you are finished, come and get the answer card to check your paper. The Answer Box is on my desk.

CAR
Advertisement

1. Which car costs the most money? How much?
2. Do two cars cost the same? How much?
3. Which car has been driven 25,000 miles?
4. Which car is the newest one?
5. Which cars are the oldest?
6. Which car has a blue vinyl top?
7. What is the name of the car dealer?
8. What are the hours the dealer is opened?
9. Where is the dealer?
10. Which car has steel belted radial tires?

B. At a center on gaining information from a sales leaflet or handbill, the student will read the front page of the leaflet or handbill to give information and record his answers on paper.

LEAFLET - HANDBILL

Directions: Read the Leaflet-Handbill above. Using your own pencil and paper, answer the questions below. Check your own papers by getting Answer Key #1 from the teacher.

1. How long does the sale last?
2. When does the sale end?
3. Name the stores where this sale is to take place?
4. Where are the stores located?
5. What are the hours that the stores are open?
6. Which store is open on Sunday?
7. How do you get a free $1.00 gift certificate?
8. Write the line that tells that the store will not be responsible for errors in typing?
9. What charge cards will be accepted?
10. What articles are on sale according to this page?

C. Given the section on classified ads from a newspaper, the student will read to find information about obtaining a job and fill in the answer sheet with the correct telephone number or address.

Directions: Read the classified ads to find answers to the following questions.

What telephone number might you call or where might you apply if you were interested in one of the following jobs:

1. Dental Assistant ______________________________
2. Cleaning Woman ______________________________
3. Telephone Operator ______________________________
4. Plumber ______________________________
5. Cashier ______________________________

6. Typist-Clerk ________________
7. Auto Mechanic ________________
8. Security Guard ________________
9. Teacher's Aide ________________
10. Sales Person ________________
11. Baker ________________
12. Counter Girl ________________
13. Police Chief ________________
14. Supply Clerk ________________
15. Truck Driver ________________
16. Insurance agent ________________
17. Sewing Machine Operator ________________

D. Given the newspaper clipping of local store advertisements, the student will be able to use the food headings to answer the multiple choice questions.

Directions: Display a page from the local newspaper.
Prepare a multiple choice worksheet.

| | | |
|---|---|---|
| FRESH FLORIDA<br>CELERY | BUNCH | 25¢ |
| NEW WHITE<br>POTATOES | 5-lb BAG | 89¢ |
| D'ANJOU<br>PEARS | lb. | 29¢ |
| RED WINESAP<br>APPLES | 3 lb BAG | 69¢ |
| JUICY SWEET FLA.<br>ORANGES | 125's DOZ. | 59¢ |
| NEW FRESH<br>MUSHROOMS | lb | 79¢ |

Multiple Choice Worksheet

This newspaper clipping says that:

1. Celery is selling for:
    - a. 25¢ a stalk
    - b. 25¢ a bunch
    - c. 25¢ a pound
    - d. 89¢ for a 3 pound bag
    - e. 69¢ for a 3 pound bag
2. Mushrooms are:
    - a. 79¢ each
    - b. 79¢ a can
    - c. poisonous
    - d. 79¢ a pound
    - e. not for sale
3. Potatoes are:
    - a. 89¢ for 5 pounds
    - b. 89¢ for 1 pound
    - c. poisonous
    - d. 69¢ for 3 pounds
    - e. Can't tell...not enough facts
4. The apples for sale are:
    - a. "Red Winesap"
    - b. "Red Delicious"
    - c. "Fresh from Florida"
    - d. left over from last year
    - e. poisonous
5. The oranges are:
    - a. not for sale
    - b. from California
    - c. 59¢ for each orange
    - d. from New York State
    - e. from Florida

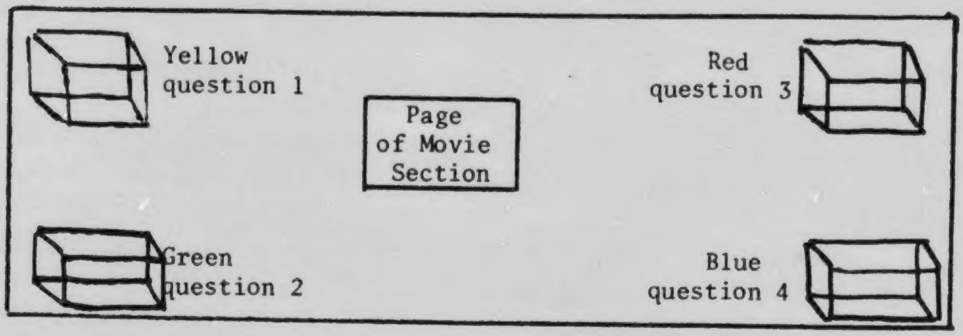
E. At a center displaying several pages of food store ads from the newspaper, the student will read the ads to (1) make up a shopping list and (2) choose the foods to include in his favorite meal.

Directions: 1. Read all the ads. Choose at least six items and make a shopping list. Be a wise shopper and buy at the store with the best prices. Fill in the following shopping list form.
2. Think of your favorite meal. List the foods you would like to eat for that meal. Write the price next to the item. Total the items and you are finished.

| Item | Quantity | Price Per Unit | Total Price | Store |
|---|---|---|---|---|

F. At a center where the movie section of a newspaper is displayed, the student will read the movie calendar and ads to locate information to answer questions given.

Directions:
1. Read the question on each colored pocket.
2. Take a colored paper from the pocket and write the answers for the colored pocket on that color of paper.
3. Return it to the back of the pocket.
4. Be sure to write your name on it.


Yellow question 1
Red question 3
Page of Movie Section
Green question 2
Blue question 4

Sample Questions

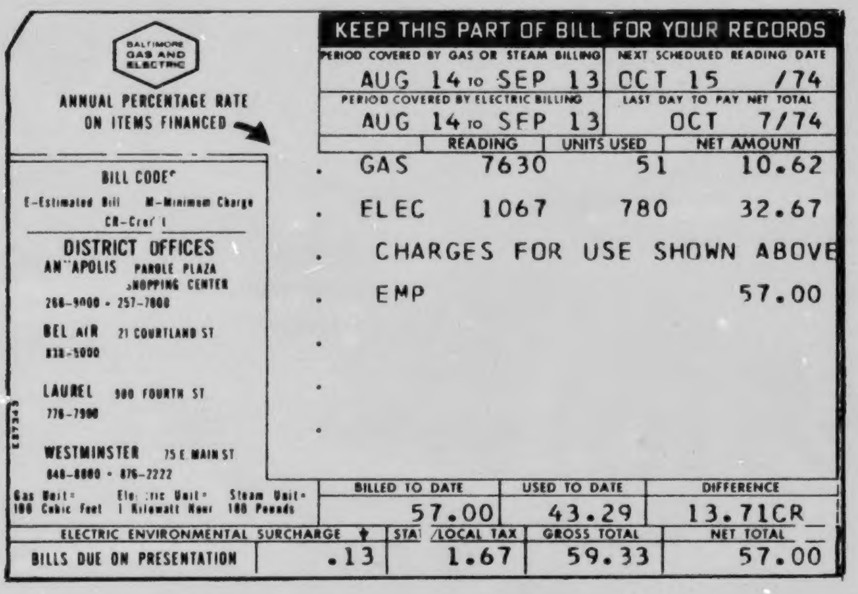
1. If your eight-year-old sister wants to go to the movies, list three movies she should see.
2. If your mother and dad are going to a movie which two movies would they go to without taking you?
3. Which movie theaters are showing the same movies?
4. Which movies would be likely to scare you?

## GOAL IV: GAINING INFORMATION

*Objective 4402: Students will read to elicit necessary information for the home from bills.*

Suggested Activities

A. Given a gas and electric bill, the student will be able to obtain information to answer a set of questions.



BALTIMORE GAS AND ELECTRIC

ANNUAL PERCENTAGE RATE ON ITEMS FINANCED

BILL CODE*
E-Estimated Bill M-Minimum Charge
CR-Cre[illegible]t

DISTRICT OFFICES
AN"APOLIS PAROLE PLAZA SHOPPING CENTER
266-9000 • 257-7000
BEL AIR 21 COURTLAND ST
838-5000
LAUREL 900 FOURTH ST
776-7900
WESTMINSTER 75 E MAIN ST
848-8000 • 876-2222

Gas Unit= 100 Cubic Feet Ele: :ric Unit= 1 Kilowatt Hour Steam Unit= 100 Pounds

E87343

KEEP THIS PART OF BILL FOR YOUR RECORDS

| PERIOD COVERED BY GAS OR STEAM BILLING | NEXT SCHEDULED READING DATE |
|---|---|
| AUG 14 TO SEP 13 | OCT 15 /74 |
| PERIOD COVERED BY ELECTRIC BILLING | LAST DAY TO PAY NET TOTAL |
| AUG 14 TO SFP 13 | OCT 7/74 |

| | READING | UNITS USED | NET AMOUNT |
|---|---|---|---|
| GAS | 7630 | 51 | 10.62 |
| ELEC | 1067 | 780 | 32.67 |

CHARGES FOR USE SHOWN ABOVE

EMP 57.00

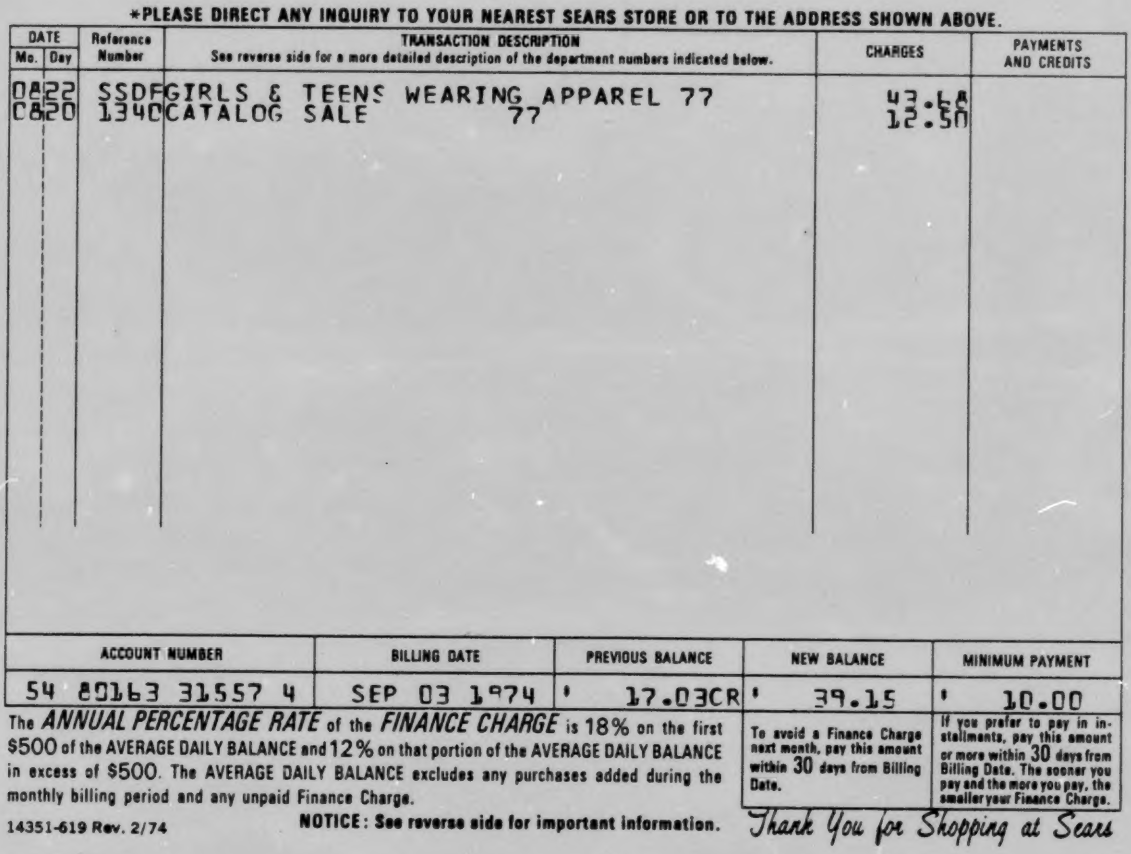
| BILLED TO DATE | USED TO DATE | DIFFERENCE |
|---|---|---|
| 57.00 | 43.29 | 13.71CR |

| | ELECTRIC ENVIRONMENTAL SURCHARGE ♦ | STA /LOCAL TAX | GROSS TOTAL | NET TOTAL |
|---|---|---|---|---|
| BILLS DUE ON PRESENTATION | .13 | 1.67 | 59.33 | 57.00 |

Sample Questions

1. What is the period covered in this billing?
2. What is the cost of electricity for this period?
3. When is the next scheduled reading date?
4. How many units of gas were used in this period?
5. What is EMP?
6. What amount of money is in the credit account?
7. How much of the bill was paid for taxes?
8. When is the next scheduled reading date?

B. Given a copy of a store bill, the student will read to elicit necessary information to answer the questions which accompany it.



***PLEASE DIRECT ANY INQUIRY TO YOUR NEAREST SEARS STORE OR TO THE ADDRESS SHOWN ABOVE.**

| DATE | | Reference Number | TRANSACTION DESCRIPTION<br>See reverse side for a more detailed description of the department numbers indicated below. | CHARGES | PAYMENTS AND CREDITS |
|---|---|---|---|---|---|
| Mo. | Day | | | | |
| 08 | 22 | SSDF | GIRLS & TEENS WEARING APPAREL 77 | 43.68 | |
| 08 | 20 | 1340 | CATALOG SALE 77 | 12.50 | |

| ACCOUNT NUMBER | BILLING DATE | PREVIOUS BALANCE | NEW BALANCE | MINIMUM PAYMENT |
|---|---|---|---|---|
| 54 80163 31557 4 | SEP 03 1974 | 17.03CR | 39.15 | 10.00 |
| | | | To avoid a Finance Charge next month, pay this amount within 30 days from Billing Date. | If you prefer to pay in installments, pay this amount or more within 30 days from Billing Date. The sooner you pay and the more you pay, the smaller your Finance Charge. |

The *ANNUAL PERCENTAGE RATE* of the *FINANCE CHARGE* is 18% on the first $500 of the AVERAGE DAILY BALANCE and 12% on that portion of the AVERAGE DAILY BALANCE in excess of $500. The AVERAGE DAILY BALANCE excludes any purchases added during the monthly billing period and any unpaid Finance Charge.

14351-619 Rev. 2/74

**NOTICE: See reverse side for important information.**

*Thank You for Shopping at Sears*

## Questions

1. What is the total amount due?
2. What number is important to give when raising a question about this bill?
3. What per cent of interest would be charged on an amount less than $500?
4. What would the annual interest charge be on $480?
5. On what day was the wearing apparel purchased?
6. How soon must this bill be paid in order to avoid paying a finance charge?
7. What is the significance of $17.03 which is shown under the previous balance?
8. What is the smallest payment you are permitted to make toward this bill?

C. Given copies of several repair bills for an automobile, the student will be able to categorize the bills as samples of good or poor types of bills.

Center Idea

I need my car repaired

I would go to I would not go to

(pockets to hold the names of the companies)

Directions: Write the names of the companies on tag strips.

Sample Bills

"JOES" FIX-IT
Car Repair

Fix Brakes

| | |
|---|---|
| parts | $30.00 |
| labor | 80.00 |
| Total | $120.00 |

FINE MOTORS
Repair Estimate May 8

| | |
|---|---|
| Install new brake shoes on all 4 wheels | $64.00 |
| Adjust brakes | 12.00 |
| Brake fluid | 4.50 |
| Labor | 32.00 |
| Total | $112.50 |

D. Given a copy of a bill for a repair order, the student will read to elicit the necessary information and answer the questions to show his understanding of the bill.

Sample Bill

Radio-TV-Appliance Repair Order 157263

| | | |
|---|---|---|
| Estimate | ABC Electronics Inc.<br>123 Border Parkway | Date ________ |
| Pick-up | Manlot, Maryland | Home Call |
| Del. | | Shop Job |

Customer ____________________ Phone ____________

Address ____________________ City ____________

Bill to: ______________ above Type of unit ______

Make ________ Model __________ Contract or Warranty ___

charge C.O.D. Performance Defect ________

| Quan | Tubes | Each | Ext | Quan | Parts and Material Used | Price |
|---|---|---|---|---|---|---|
| 1 | 12Jq6 | 4.05 | | | | |
| 1 | 5Hgb | 5.15 | | | | |
| | Total | 9.20 | | | Total parts and materials | 9.20 |

| | |
|---|---|
| Major labor performed | Major labor |
| * replaced 2 tubes | Pick-up service |
| * cleaned tuner | Tax |
| | Total |

Sample Questions

1. How much were the total labor charges?
2. Was the set delivered to the shop or picked up by the repairman?
3. How many parts were installed?
4. What is a 12JQ6?
5. How much does the 5Hgb cost?
6. How much did it cost to have the T.V. set repaired?

## GOAL IV: GAINING INFORMATION

*Objective 4403: Students will read to elicit necessary information for the home from sales policies.*

Suggested Activities

A. Given a copy of a store service contract, the student will read to elicit the information necessary to answer the questions about the contract.

Directions: Pick one set and try it.

### Questions on Examining a Sales Agreement

### Set I

1. Whose responsibility is it to see that products are installed according to proper building codes and regulations?
2. Will this service contract guarantee you free service for all types of repairs?

### Set II

1. Are you guaranteed immediate service on your product?
2. If you move, will this contract still be valid?

### Set III

1. According to the information on this contract - would it be more sensible for you to have a Shop Service or an At Home Service contract if you bought a freezer?
2. If you do not require service on your product within one year, what happens to your money?
3. What possible disadvantage might there be in requesting a service contract?

**WARD**

NO. 2

THANK YOU FOR ALLOWING US TO SERVE YOU

CALL____________________for local service

Customer Phone Number____________________

Issued to SAMPLE

Street____________________

City or Town____________________ZIP________

| PRODUCT | MODEL NO. | MDSE. PURCHASE DATE | DATE EXPIRE |
|---|---|---|---|
| | | | |

☐ SHOP SERVICE ONLY (You bring item into Wards) ☐ AT HOME S (Item serviced in

☐ CASH ☐ CHARG-ALL ACCOUNT

☐ CHARG-ALL PLUS ACCOUNT

AT____________________

BY____________________

# WARDS SILVER SERVICE CONTRACT

## GENERAL CONDITIONS APPLYING TO ALL CONTRACTS

In consideration of payment by the purchaser of the price indicated, Wards agrees to provide the purchaser, upon request, with such service and functional parts as may be necessary to maintain proper operation, under normal use and service, of the product specified herein, for the period shown. To the extent that such service or parts are covered by a merchandise guarantee for any part of the period of this contract, the price herein specified has been reduced to compensate for such coverage.

Services provided on shop contracts are performed only at a Wards store, and the purchaser shall deliver and pick up the merchandise for such service. Service calls are made to the purchaser's home on all home contracts. This contract is void if the merchandise is used commercially or on a rental basis.

Services shall normally be available and rendered during regular working hours of Wards customary work week, unless otherwise specified on back of this contract.

Wards endeavors to render prompt service at all times, but is not responsible for delays due to the inability of manufacturers to supply replacement parts, or due to strikes, or for any reasons beyond Wards control.

This contract does not cover services made necessary as a result of fire, theft, acts of God, accidental damage, abuse, neglect, unauthorized alterations, or any other cause originating outside the product covered by this contract, including repairs required to any external antenna system, or any part of the water, gas, or electric supply, including the replacement of blown fuses or the correction of defects in the house wiring system. Service or maintenance of light bulbs, porcelain enamel cabinets and interior or exterior finish is also excluded.

It is the responsibility of the owner to install all products in compliance with all existing building codes and regulations.

On gas appliances this contract does not include service required to relight the pilot due to the interruption of local gas service nor does it include service resulting from fluctuations in gas pressure or changes in the type of gas after installation.

Services required to reinstall the product in a new location at the same or different address, will be furnished by Wards, upon request, at regular rates and Wards will continue the maintenance of the product through the unexpired portion of the contract.

If, however, the purchaser changes his residence to an area where service is not supplied by Wards, this agreement shall be automatically cancelled, and the purchaser shall be refunded, upon request, the unused portion of this contract, the same to be determined on a pro rata basis.

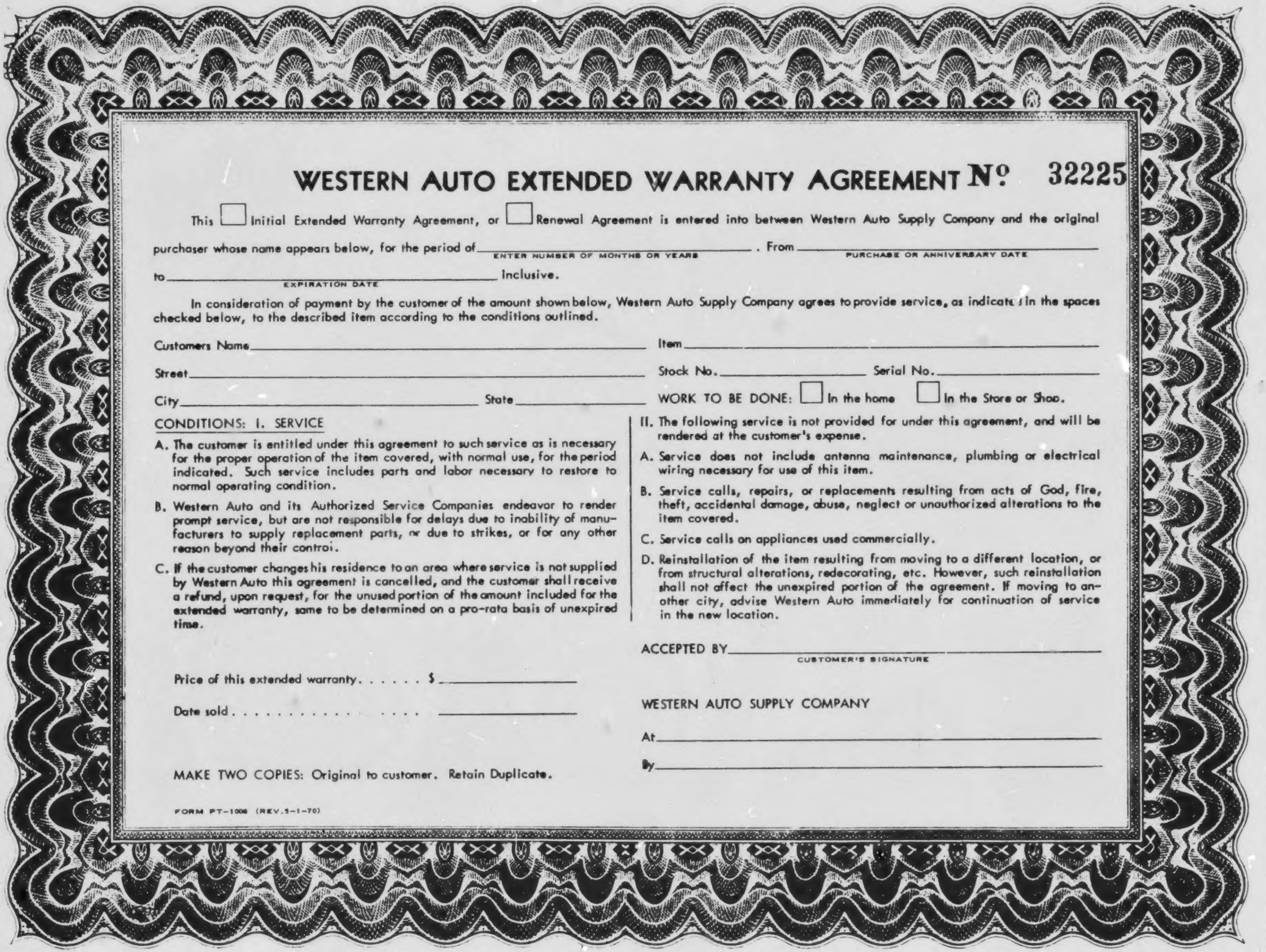
**ONLY PRODUCTS SOLD BY WARDS CAN BE COVERED BY A SILVER SERVICE CONTRACT**

B. Given an extended Warranty Agreement, the student will read it to elicit necessary information to fill in missing key words on a dittoed sheet that are necessary for comprehension of the warranty.

Directions:
1. Read the warranty carefully.
2. Fill in the key words missing from the statements below.
3. Write your own definition of the words to show why they were considered important.

Questions

1. This warranty is good only if the __________ purchaser presents it.
2. The warranty is good for service on the product only if it has had ______________ use.
3. The company will give prompt service unless there is a reason __________.
4. If the buyer moves out of a service he is entitled to a refund based on ______ basis of ______ time.



# WESTERN AUTO EXTENDED WARRANTY AGREEMENT Nº 32225

This ☐ Initial Extended Warranty Agreement, or ☐ Renewal Agreement is entered into between Western Auto Supply Company and the original purchaser whose name appears below, for the period of ______ (ENTER NUMBER OF MONTHS OR YEARS). From ______ (PURCHASE OR ANNIVERSARY DATE) to ______ (EXPIRATION DATE) Inclusive.

In consideration of payment by the customer of the amount shown below, Western Auto Supply Company agrees to provide service, as indicated in the spaces checked below, to the described item according to the conditions outlined.

Customers Name ______
Street ______
City ______ State ______

Item ______
Stock No. ______ Serial No. ______
WORK TO BE DONE: ☐ In the home ☐ In the Store or Shop.

CONDITIONS: I. SERVICE

A. The customer is entitled under this agreement to such service as is necessary for the proper operation of the item covered, with normal use, for the period indicated. Such service includes parts and labor necessary to restore to normal operating condition.

B. Western Auto and its Authorized Service Companies endeavor to render prompt service, but are not responsible for delays due to inability of manufacturers to supply replacement parts, or due to strikes, or for any other reason beyond their control.

C. If the customer changes his residence to an area where service is not supplied by Western Auto this agreement is cancelled, and the customer shall receive a refund, upon request, for the unused portion of the amount included for the extended warranty, same to be determined on a pro-rata basis of unexpired time.

II. The following service is not provided for under this agreement, and will be rendered at the customer's expense.

A. Service does not include antenna maintenance, plumbing or electrical wiring necessary for use of this item.

B. Service calls, repairs, or replacements resulting from acts of God, fire, theft, accidental damage, abuse, neglect or unauthorized alterations to the item covered.

C. Service calls on appliances used commercially.

D. Reinstallation of the item resulting from moving to a different location, or from structural alterations, redecorating, etc. However, such reinstallation shall not affect the unexpired portion of the agreement. If moving to another city, advise Western Auto immediately for continuation of service in the new location.

Price of this extended warranty. . . . . . $ ______
Date sold . . . . . . . . . . . . . . . . ______

ACCEPTED BY ______ (CUSTOMER'S SIGNATURE)

WESTERN AUTO SUPPLY COMPANY

At ______
By ______

MAKE TWO COPIES: Original to customer. Retain Duplicate.

FORM PT-1006 (REV.5-1-70)

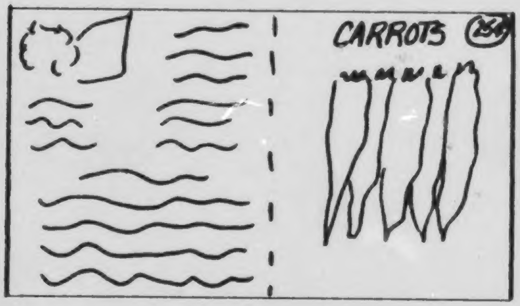
## GOAL IV: GAINING INFORMATION

*Objective 4404: Students will read to elicit necessary information for the home from consumer information.*

### Suggested Activities

A. At a center on gaining information from a seed package, the student will read to gain information to give written answers to questions.

Directions: Read the information given on the seed package below. Then answer the questions on your paper. Put your finished paper on the teacher's desk.



### Questions

1. Write the word that means:
    a. To dig up
    b. A large piece of dirt
    c. A line dug in the ground
    d. To throw seeds
    e. Smooth with the top
    f. To take out extra plants
    g. To dig up the ground around plants
2. Draw a garden with five rows of carrots in the middle.
3. Put five rows of other vegetables on the sides of the carrots.

B. Given a chart listing the color efficiency ratings of television, the student will be able to interpret the chart and answer multiple choice questions.

Directions: Read the chart below and answer the questions by putting a circle around the letter of the correct item.

| TELEVISION BRAND | % OF COLOR EFFICIENCY |
|---|---|
| Admiral | 89 |
| Magnavox | 94 |
| Philco | 88 |
| R.C.A. | 92 |
| Sears | 91 |
| Sony | 90 |
| Wards | 89 |
| Zenith | 94 |

1. Which of these brands has the least efficient color?

   a. Magnavox
   b. Philco
   c. R.C.A.
   d. Sears
   e. None of these is least efficient, but one is tied with some other brand for lowest rating.

2. Which of these brands has the most efficient color?

   a. Magnavox
   b. Philco
   c. R.C.A.
   d. Sears
   e. None of these is most efficient, but one is tied with some other brand for highest rating.

3. Which of these T.V. sets cost the most?

   a. Admiral
   b. Magnavox
   c. Zenith
   d. They all cost the most.
   e. Can't tell...not enough facts

C. After reading a warranty statement on a product, the student will be able to show his understanding of the warranty by answering multiple choice questions.

Directions: Read the warranty and answer the questions by encircling the correct item.

Sample Warranty and Questions

GENERAL ELECTRIC
AUTOMATIC CLOTHES WASHER
WARRANTY

If your new General Electric Automatic Washer fails because of a manufacturing defect within one year from the date of original purchase, General Electric will repair the product at no charge to you. Both parts and service labor are included.

1. This warranty is good for:
   - a. 1 year
   - b. 2 years
   - c. 3 years
   - d. 4 years
   - e. Can't tell...not enough facts

2. The warranty is for:
   - a. a dishwasher
   - b. a car washer
   - c. a clothes washer
   - d. a floor washer
   - e. a dish-washer

D. Given a label of a fabric, the student will be able to write the answers to the questions.

Directions: Read the label and answer the questions below.

Sample

PRODUCT DESCRIPTION

ANOTHER FUN FABRIC FROM PEERLESS MILLS

CONTENTS: 100% Perlan Acrylic fiber

ADVANTAGES: The fiber in this garment offers smooth comfort and is ideal either for outerwear or next to the skin. Little shrinking or stretching. Delightfully warm, yet lightweight. Easy to care for; excellent washability; little or no ironing needed. Moth and mildew-proof, nonallergenic.

WASHING INSTRUCTIONS: Remove oily stains before washing. Wash by machine at low temperature. or hang up to dry. If ironing is desired, use cool iron only.

Peerless Mills, Raleigh, North Carolina

QUESTIONS:

1. What are the contents of this fabric?
2. What company produces the fabric?
3. What are the advantages of this fabric?
4. How do you wash this material?
5. What instructions are given for ironing?

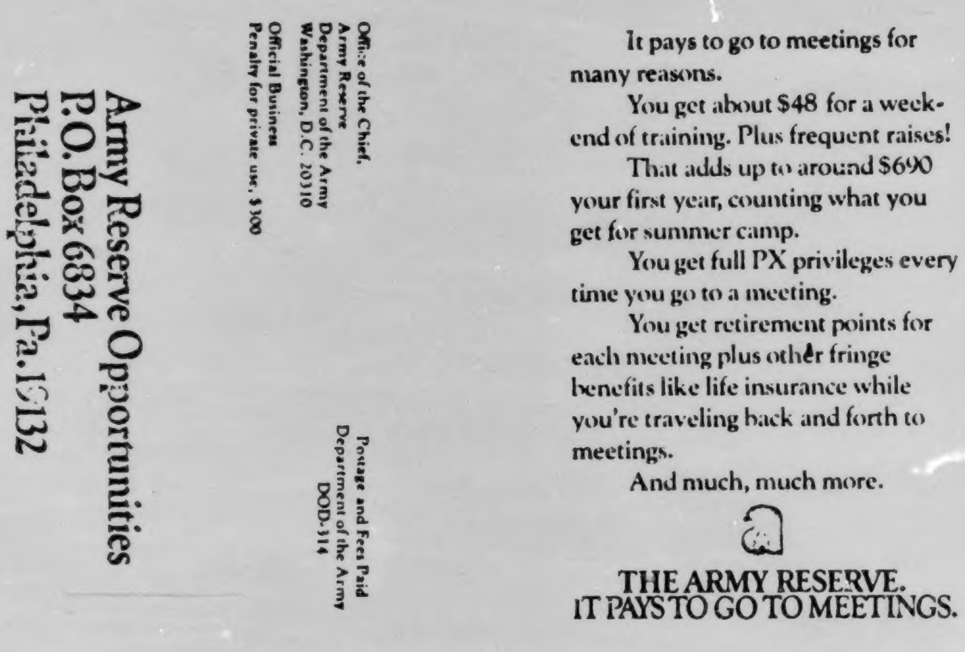
GOAL IV: GAINING INFORMATION

*Objective 4405: Students will read to elicit necessary information for the home from government pamphlets.*

Suggested Activities

A. Given a leaflet about the Army Reserve from the Department of the Army and a questionnaire about the leaflet, the student will read to elicit information from the leaflet and answer the questions.

Directions: Read the leaflet and answer the questions below.



Office of the Chief,
Army Reserve
Department of the Army
Washington, D.C. 20310

Official Business
Penalty for private use, $300

Postage and Fees Paid
Department of the Army
DOD-314

Army Reserve Opportunities
P.O. Box 6834
Philadelphia, Pa. 19132

It pays to go to meetings for many reasons.

You get about $48 for a weekend of training. Plus frequent raises!

That adds up to around $690 your first year, counting what you get for summer camp.

You get full PX privileges every time you go to a meeting.

You get retirement points for each meeting plus other fringe benefits like life insurance while you're traveling back and forth to meetings.

And much, much more.

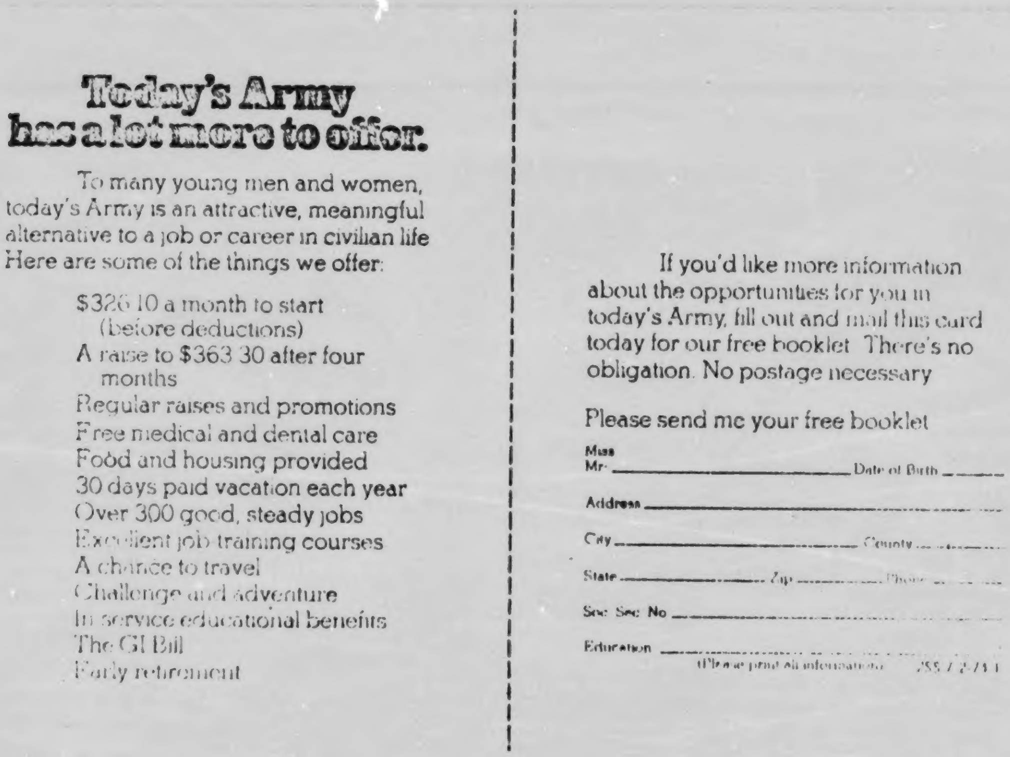
THE ARMY RESERVE.
IT PAYS TO GO TO MEETINGS.

Questions

1. How many jobs are taught in the Army Reserve?
2. For each weekend of training you will receive about how much pay?
3. When are you eligible to use the PX?
4. If you are involved in an accident on your way to your Army Reserve meeting, whatwould your fringe benefit be?
5. Where would you write for more information about the Army Reserve?

B. Given a leaflet on "Today's Army" from the Department of the Army and a questionnaire about the leaflet, the student will complete the questionnaire.

Directions: Read the leaflet and answer the questions below.



## Today's Army has a lot more to offer.

To many young men and women, today's Army is an attractive, meaningful alternative to a job or career in civilian life Here are some of the things we offer:

$326.10 a month to start (before deductions)
A raise to $363.30 after four months
Regular raises and promotions
Free medical and dental care
Food and housing provided
30 days paid vacation each year
Over 300 good, steady jobs
Excellent job training courses
A chance to travel
Challenge and adventure
In service educational benefits
The GI Bill
Early retirement

If you'd like more information about the opportunities for you in today's Army, fill out and mail this card today for our free booklet There's no obligation. No postage necessary

Please send me your free booklet

Miss
Mr. ______________________ Date of Birth ______
Address ______________________
City ______________________ County ______
State ____________ Zip ________ Phone ______
Soc Sec No ______________________
Education ______________________
(Please print all information)

Questions

1. Which words indicate that your take home pay will be less than $326.00 a month?
2. List the three things which the Army offers that would most make you want to join.
3. How long a leave or vacation would you get yearly?
4. Is this information for both sexes? What tells you so?
5. What do they request you do if you fill out the request for a booklet with more information?
6. Why would the Army be considered a good Educational opportunity?

GOAL IV: GAINING INFORMATION

*Objective 4406: Students will read to elicit necessary information for the home from contracts.*

Suggested Activities

A. Given a receipt, the student will read the receipt to elicit information to give answers to questions asked on a ditto sheet.

Directions: Read the receipt. Answer the questions.

WORCESTER COUNTY
Bike-A-Thon

Sponsor Receipt

Date April 15, 1974

I plan to ride a bike for the retarded citizens on Saturday, April 20, 1974.

My ride will be: (Please check below the ride contracted to complete)

| | 5 mile | 10 mile | 30 mile | 50 mile | 100 mile |
|---|---|---|---|---|---|
| Pocomoke | | ✓ | | | |
| Snow Hill | | | | | |
| Berlin | | | | | |
| Ocean Pines | | | | XXXXXXX | XXXXXXXXX |

This receipt is given to John Lang acknowledging the amount of

$ 1.00 contributed to the Bike-A-Thon.

Mary Davis
(Signed-Rider)

Questions

1. Who received the receipt?
2. Who gave the receipt?
3. On what date was the receipt given?
4. How much did John contribute?
5. How far did Mary plan to ride?

B. Given a proposal contract from a company for roofing and siding, the student will read the proposal contract to complete a multiple choice worksheet. (Use attached form)

Directions: Read the following contract (next page) and complete the statements by underlining the correct answer.

1. The contractor will
   a. Use your materials
   b. Furnish some of the materials
   c. Provide all the materials

2. If a worker is hurt on the job he will
   a. Claim Workmen's Compensation
   b. Sue you
   c. Be covered by Workmen's Compensation and Public Liability Insurance

3. You must pay for this job by paying
   a. The amount when the contract is signed
   b. 10% down when contract is signed and the balance within 30 days after the job is completed
   c. 10% down and balance in 30 days from time contract is signed

# Proposal

FROM

**CHARLES C. CONNELL CO.**
ROOFING AND SIDING CONT.
113 NORTHERN AVE., ELSMERE
WILMINGTON, DELAWARE
[illegible]

Page No. 1
Proposal No. 1
Sheet No. 1
Date 4-2-74

**Proposal Submitted To**

Name
Street
City
State
Telep

**Work To Be Performed At**

Street same
City State
Date of Plans asap
Architect
Color of siding: Brand:

We will furnish all the required materials, which we guarantee will be as specified, and we will perform all the labor required for the completion of

1. Install insulated siding to existingclapboard siding except area enclosed by side porch.
2. Install V-Groove soffiting to all overhangs, except porch.
3. Custom trim 16 window frames, two door frames with white aluminum. Also install 16 white storm windows and two storm doors.
4. Custom trim all facias, install a complete Alcoa #20 white aluminum and spouting system except on porch.
5: Install five prs shutters on front of residence.
6. 20 years guarantees to be submitted upon billing.

The above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a workmanlike manner for the sum of

Forty Three Hundred Ninety Five and No/Cents - - - - - Dollars ($ 4,395.00 ).

with payments to be made as follows:

10% deposit upon acceptance balance 30 days after completion.

This offer of contract will remain effective until 5-2-74.

Changes in the above specifications may be made only upon written agreement, and extra charges will be made. All agreements are contingent upon strikes, accidents or delays beyond our control. You are to carry fire, tornado and other necessary insurance upon above work. Our workers are fully covered by Workmen's Compensation and Public Liability Insurance. This proposal may be withdrawn by us at any time before acceptance.

Respectfully submitted CHARLES C. CONNELL CO.
Per Harry J. Connell

Extra: Install Alcoa gutters to SIDE ~~[illegible]~~ porch: $80.00 EXTRA

## Acceptance

The above prices, specifications and conditions are accepted. Payments will be made as set forth above.

Upon acceptance please sign, date, fill in selections and return white copy

~~Accepted~~ witness: H. Connell Signature X James A. [illegible]

IV-59

GOAL IV: GAINING INFORMATION

*Objective 4407: Students will read to elicit necessary information for the home from lease agreements.*

Suggested Activities

A. Given a copy of a lease agreement, the student will read the terms of the lease carefully and write answers to the questions which accompany it.

Directions: Read the following lease (next page) and answer the questions below.

Questions

1. Under what circumstances would the lease (tenant) not be responsible for paying rent?
2. Is the landlord required to send a bill for the rent each time it is due? (Give the sentences which answer this).
3. What is your interpretation of "not commit or suffer waste"?
4. What does "A.D." stand for?
5. What should the condition of the premises be when the lessee is ready to surrender the premises at the time of the expiration of the lease?
6. What is the amount of the rent per month?
7. When does this lease expire?

# This Lease Witnesseth:

THAT

**Hereby Lease to**

*the premises situate in the* *of* *in the County of* *and State of* *described as follows:*

*with the appurtenances thereto, for the term of* 1 year *commencing* June 1 *1974 at a rental of* $75.00 *dollars per* month *, payable* the first day of each month beginning June 1, 1974.

Said Lessee Agree *to pay said rent, unless said premises shall be destroyed or rendered untenantable by fire or other unavoidable accident; to not commit or suffer waste; to not use said premises for any unlawful purpose; to not assign this lease, or underlet said premises, or any part thereof, or permit the sale of interest herein by legal process, without the written consent of said lessor ; to not use said premises or any part thereof in violation of any law relating to intoxicating liquors; and at the expiration of this lease, to surrender said premises in as good condition as they now are, or may be put by said lessor , reasonable wear and unavoidable casualties, condemnation or appropriation excepted. Upon nonpayment of any said rent for days, after it shall become due, and without demand made therefor; or if said lessee or any assignee of this lease shall make an assignment for the benefit of creditors; or if proceedings in bankruptcy shall be instituted by or against lessee or any assignee; or if a receiver or trustee be appointed for the property of the lessee or any assignee; or if this lease by operation of law pass to any person or persons; or if said lessee or any assignee shall fail to keep any of the other covenants of this lease, it shall be lawful for said lessor , heirs or assigns, into said premises to re-enter, and the same to have again, repossess and enjoy, as in first and former estate; and thereupon this lease and everything herein contained on the said lessor behalf to be done and performed, shall cease, determine, and be utterly void.*

Said Lessor Agree *(said lessee having performed obligations under this lease) that said lessee shall quietly hold and occupy said premises during said term without any hindrance or molestation by said lessor , heir or any person lawfully claiming under them.*

*Signed this* *day of* *A. D. 19*

(Over)

*(Secretarial Work Applied: 18 — Unit 8, Part 3, Page 168)*

B. Given a copy of a lease agreement, the student will read to elicit the information necessary to answer the following questions.

Directions: Read a copy of a lease and answer the following questions.

Questions

1. When does the lease start and end?
2. What is the amount of rent per month?
3. When and to whom must the rent be paid?
4. What, if anything, does the lease say about the number of people who may live in the apartment?
5. What does the lease say about electrical appliances?
6. What does it say about subletting?
7. What does the lease say about automatic renewal?
8. Are all the promises the landlord made to you in writing in the lease?
9. What are the services provided, such as trash pickup?
10. Are all the blank spaces of the lease filled in before you sign?

# GOAL V

# READING OBJECTIVES:

# UNDERSTANDING FORMS

## GOAL V: UNDERSTANDING FORMS

*Objective 5101: Students will read to report personal information on school forms.*

Suggested Activities

A. Given a simplified form, the student will complete the form correctly.

Sample

MAKE MR. BEAR HAPPY

Write the answers to his questions.

1. What is your name?

   My name is ________________.

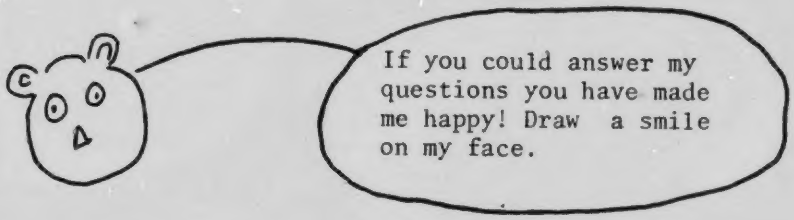
2. Where do you live?

   ____________________________

   ____________________________

3. What is your telephone number?

   My telephone number is _____.


If you could answer my questions you have made me happy! Draw a smile on my face.

B. Given a School Enrollment Card, the student will read the card to answer questions about the personal information on the card.

Directions: Read the card and answer the questions below.

| | | | |
|---|---|---|---|
| 1. Pupil's Name (Last, first, middle) (please print)<br>Dorsey Jesse Lee | 2. Grade<br>7 | 3. Section<br>6 | 4. Homeroom Teacher<br>Mr. Moore |
| 5. P.D. Number<br>783-924-11 | 6. Date of Birth<br>7/11/60 | 7. Sex<br>☒ M<br>☐ F | 8. Last School Attended<br>Sherwood Elementary |
| 9. Home Address<br>16915 Batchellors Forest Road | Zip Code<br>20832 | 10. Home Phone<br>924-2243 | |
| 11. Physician's Name and Phone<br>Dr. Wolf 924-2200 | 12. Dentist's Name and Phone<br>Dr. O'Neil 924-6780 | | |

Questions

1. Is this person a boy or girl?
2. Would the card be filed before or after Alice Ann Dorsey?
3. In an emergency what doctor would be called?
4. How old is Jesse?

C. At a center on reading to report personal information on the answer sheet for the Iowa Test of Basic Skills, the student will read the completed sample on a chart and complete his own form.

D. Given a Maryland State Scholarship Programs leaflet and forms, the student will read to report personal information and complete the application for a State of Maryland Scholarship.

Directions: Read the scholarship application form and fill in the appropriate information.

## APPLICATION FOR A STATE OF MARYLAND SCHOLARSHIP

(All awards will be dependent upon action by the General Assembly.)

*Type or print all information except your signature in the spaces or boxes provided.*

**1. NAME AND SEX**

Last

First M.I. M ☐ F ☐

**2. DATE OF BIRTH** (Use numbers only)

Month Day Year 1 9

**3. SOCIAL SECURITY NUMBER**

**4. SECONDARY SCHOOL**

School

Principal or Headmaster

Street

City State & Zip

**5. COLLEGE CHOICE**

Give the code number and name of your first choice Maryland college according to the list on page 9.

Number Name

**6. COLLEGE STUDENTS**

☐ Check here if you are currently enrolled in college. Give the code number and name of the college you expect to attend in 1975-76 according to the list on page 9.

Number Name

**7. SCHOLARSHIP EXAMINATION**

☐ I have taken, or plan to take, the SAT on ____________.
Date

☐ I have taken, or plan to take, the ACT on ____________.
Date

FOLD HERE WITH STATE OF MARYLAND SCHOLARSHIP PROGRAMS ADDRESS ON OUTSIDE

**8. RESIDENCE** Are your parents Maryland residents? Yes ☐ No ☐

**8a. PERMANENT HOME ADDRESS**

Number and Street

City State & Zip

**9. TELEPHONE NUMBER** 3 0 1

**10. CIRCLE THE CODE NUMBER FOR THE COUNTY OR CITY IN WHICH YOU LIVE.**

CSS use only

| | | | |
|---|---|---|---|
| Baltimore City | 00 | Harford County | 18 |
| Allegany County | 07 | Howard County | 19 |
| Anne Arundel County | 08 | Kent County | 20 |
| Baltimore County | 09 | Montgomery County | 21 |
| Calvert County | 10 | Prince George's County | 22 |
| Caroline County | 11 | Queen Anne's County | 23 |
| Carroll County | 12 | Saint Mary's County | 24 |
| Cecil County | 13 | Somerset County | 25 |
| Charles County | 14 | Talbot County | 26 |
| Dorchester County | 15 | Washington County | 27 |
| Frederick County | 16 | Wicomico County | 28 |
| Garrett County | 17 | Worcester County | 29 |

**11. NAME OF STATE SENATOR**

See special instructions on page 4.

**12. GIVE THE CODE NUMBER FOR THE SENATORIAL DISTRICT IN WHICH YOU LIVE.**

Number

I authorize the use of my SAT scores and PCS for this application.

Date____________

**APPLICANT'S SIGNATURE**____________

E. Given an application form for a Senatorial Scholarship, the student will read the form, complete a worksheet, and fill in the form.

Directions: Read the scholarship form, answer the questions below, and then complete the form.

Questions

1. If you are a resident of Harford County what must you do to submit your application?
2. What does the word pertinent mean in the following statement? "I have furnished pertinent information as checked and listed below.'
3. For what year is the application for the scholarship submitted?
4. If you have not been accepted in college at the time you submit the application what must you do? Why?
5. What stipulation is made if you plan to board?
6. What is meant by special family circumstances?
7. Who must sign the application other than yourself?
8. To be considered a full-time student you must enroll for how many hours work?

# APPLICATION FOR A SENATORIAL SCHOLARSHIP

Must be submitted to your *State Senator* (NOT U.S. Senator) by December 15, 1974.
*Do not submit before November 6, 1974.*

FROM: ______________________ M ☐ F ☐ *Phone* ______________
*Name and Sex of Applicant*

______________________ ______________________ ______________
*Home address* *City or Town* *Zip Code*

______________
*Social security number*

Dear Senator:

I would like to be considered for a Senatorial Scholarship to ______________________
Name of college and branch

College or University for the 1975-76 academic year. I have furnished pertinent information as checked and listed below.

☐ 1. I took, or will take, the SAT or the ACT on ______________, 19 ___.

☐ *2. I filed the State of Maryland Scholarship Application Card AND the *Parents' Confidential Statement* (PCS) with Educational Testing Service, Princeton, New Jersey, on ______________, 19 ___.

☐ 3. I graduated, or will graduate, from ______________ High School in ______________, 19___.

☐ 4. As of November 6, 1974, I was (or will be) a legal resident of the ________ Senatorial District of the State of Maryland. My State Senator's name is ______________________.

☐ 5. I have been accepted by the college. ☐ YES ☐ NO (I will mail you a copy of my acceptance as soon as I receive it. I understand that I may not be considered for an award until you receive this copy of my acceptance.)

☐ 6. I will be a commuting (day) student.

☐ 7. I will be a boarding student (living on campus or in college-approved housing).

☐ 8. I will be enrolled as a full-time student (minimum 12 semester hours) during the regular academic year (September 1975 to June 1976).

☐ 9. I have or will have successfully completed at least 24 college credits at the time of appointment. In 1975-76, I will be in my ________ year.

☐ 10. Other financial aid I have accepted or expect to receive: ______________________

☐ 11. Special family circumstances, such as separated or divorced parents, unusual medical bills, disability, and so on: *[Please attach separate sheet.]*

______________________ ______________________
*Father's signature* *Mother's signature*

---

*Application Card AND the PCS must be filed *before December 15, 1974*, for consideration for a State of Maryland Scholarship for the 1975-76 academic year.

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## GOAL V: UNDERSTANDING FORMS

*Objective 5102: Students will read to report personal information on tax forms.*

Suggested Activities

A. Given an Employee's Maryland Withholding Exemption Certificate, the student will read to understand the form, answer questions about the form on a worksheet, and then complete the form.

Directions: Read the form, answer the questions, and then complete the form.

Form MW 507
Comptroller of the Treasury
Income Tax Division

### EMPLOYEE'S MARYLAND WITHHOLDING EXEMPTION CERTIFICATE

Print full name .................................................... Social Security No. ....................

Print home address .................................................... City .................... State ....................

**EMPLOYEE:** File this form with your employer. Otherwise, he must withhold Md. Income tax from your wages without exemption.

**EMPLOYER:** Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, notify the Comptroller of the Treasury.

**HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS**

1. If SINGLE, and you claim an exemption, write the figure "1" .................... ..........
2. If MARRIED, one exemption each for husband and wife if not claimed on another certificate.
   (a) If you claim **both** of these exemptions, write the figure "2"
   (b) If you claim **one** of these exemptions, write the figure "1" } .................... ..........
   (c) If you claim **neither** of these exemptions, write "0"
3. Exemptions for age and blindness:
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write the figure "1"; if **both** will be 65 or older, and you claim both of these exemptions, write the figure "2" .................... ..........
   (b) If you or your wife are blind, and you claim this exemption, write the figure "1"; if **both** are blind, and you claim both of these exemptions, write the figure "2" .................... ..........
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under instruction 3 on other side) .......... ☐
5. Add the number of exemptions which you have claimed above and write the total ....................
6. Additional withholding per pay period under agreement with employer .................... $________

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled, and that I am a resident of .................................... (Signed) .................................................... ( .................... )
(County or Baltimore City) Date

Questions

1. What is this form for?

2. Who do you file this form with?

3. What type of writing should you use?

4. How many exemptions should you clain if you are single?

5. If you are married and your husband/wife claims you as a dependent, how many exemptions do you claim?

6. Can you claim an extra exemption for blindness?

B. Given a Short From 1040A, U.S. Individual Tax Return Form, and the personal information about a fictitious person necessary to complete the form, the student will read the form and information given and complete the form correctly.

Directions: Read the data sheet and complete the tax return form with information from the data sheet.

DATA SHEET

Walter E. Booker lives at 5211 East High Street in Catonsville, Maryland, 21043. His wife's name is Mary Jane. She stays home and takes care of the children: Walter, Jr., (3), and Beth (5). Mr. Booker works at the Bethlehem Steel Corporation in Sparrows Point, Maryland, 21222. He earns approximately $18,000 a year. His Social Security number is 123-65-231. His wife's number is 643-85-001. He has earned $45.16 in stock dividends and $30.50 in savings account interest. He has had $1,964.73 withheld from his salary for federal income tax. He and his wife wish to contribute to candidates for public office.

(Include any other pertinent information)

Note to Teachers:

The I.R.S. will send you a complete kit to aid you in teaching the understanding of tax forms. It includes a Teacher's Manual, Book for Students, and Tax Forms.

# Short Form 1040A U.S. Individual Income Tax Return

Department of the Treasury
Internal Revenue Service

**1973**

Please print or type

Name (If joint return, give first names and initials of both) | Last name

Present home address (Number and street, including apartment number, or rural route)

City, town or post office, State and ZIP code

COUNTY OF RESIDENCE

Your social security number

Spouse's social security no.

Occupation Yours ▶

Spouse's ▶

**Filing Status**—check only one:

1 ☐ Single
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separately. If spouse is also filing, give spouse's social security number in designated space above and enter full name here ▶
4 ☐ Unmarried Head of Household
5 ☐ Widow(er) with dependent child (Year spouse died ▶ 19 )

**Exemptions** Regular / 65 or over / Blind

6a Yourself . . ☐ ☐ ☐
b Spouse . . . ☐ ☐ ☐ Enter number of boxes checked ▶
c First names of your dependent children who lived with you Enter number ▶
d Number of other dependents (from line 26) . . . ▶
7 Total exemptions claimed . . . . . . . ▶

8 **Presidential Election Campaign Fund.**—Check ☐ if you wish to designate $1 of your taxes for this fund. If joint return, check ☐ if spouse wishes to designate $1. **Note:** *This will not increase your tax or reduce your refund.* **See note on back.**

Attach Copy B of Forms W-2 and Check or Money Order here

9 Wages, salaries, tips, and other employee compensation . . (Attach Forms W-2. If unavailable, attach explanation.) 9
10a Dividends (See instructions on page 3.) $.........................., 10b Less exclusion $.................., Balance ▶ 10c
11 Interest income . . . . . . . . . . . . . . . . . . . . . 11
12 Total (add lines 9, 10c, and 11) (Adjusted Gross Income) . . . . . . . . . 12

- **If you want IRS to figure your tax, skip the rest of this page and see instructions on page 3.**
- **If line 12 is under $10,000 find tax in Tables 1–12 and enter on line 17. Skip lines 13 through 16.**

13 If line 12 is $10,000 or more, enter 15% of line 12 but not more than $2,000 ($1,000 if line 3 checked) . 13
14 Subtract line 13 from line 12 . . . . . . . . . . . . . . . . 14
15 Multiply total number of exemptions claimed on line 7 by $750 . . . . . . . 15
16 Taxable income (subtract line 15 from line 14) . . . . . . . . . . 16
**(Figure tax on amount on line 16 using Tax Rate Schedule X, Y, or Z, and enter on line 17.)**

17 Tax, check if from: ☐ Tax Tables 1–12 OR ☐ Tax Rate Schedule X, Y, or Z . . 17
18 Credit for contributions to candidates for public office (see instructions on page 4) . . . . 18
19 Income tax (subtract line 18 from line 17). If less than zero, enter zero . . . 19
20a Total Federal income tax withheld (attach Forms W-2 to front) . . 20a
b Excess FICA tax withheld (two or more employers—see instructions on page 4) b
c 1973 estimated tax payments (Include amount allowed as credit from 1972 return) c
21 Total (add lines 20a, b, and c) . . . . . . . . . . . . . . 21
22 If line 19 is larger than line 21, enter **BALANCE DUE IRS** Pay in full with return. Write social security number on check or money order and make payable to Internal Revenue Service ▶ 22
23 If line 21 is larger than line 19, enter amount **OVERPAID** . . . . . . . . . . ▶ 23
24 Amount of line 23 to be **REFUNDED TO YOU** . . . . . . . . . . . ▶ 24
25 Amount of line 23 to be credited on 1974 estimated tax . . . ▶ 25

**Other Dependents**

| (a) NAME | (b) Relationship | (c) Months lived in your home. If born or died during year, write B or D. | (d) Did dependent have income of $750 or more? | (e) Amount YOU furnished for dependent's support. If 100% write ALL | (f) Amount furnished by OTHERS including dependent. |
|---|---|---|---|---|---|
| | | | | $ | $ |

26 Total number of dependents listed in column (a). Enter here and on line 6d . . . . . . . . . . . ▶

**Note: 1972 Presidential Election Campaign Fund Designation.**—Check ☐ if you did not designate $1 of your taxes on your 1972 return, but now wish to do so. If joint return, check ☐ if spouse did not designate on 1972 return but now wishes to do so.

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct and complete. Declaration of preparer (other than taxpayer) is based on all information of which he has any knowledge.

**Sign here**

▶ Your signature Date

▶ Spouse's signature (If filing jointly, BOTH must sign even if only one had income)

▶ Preparer's signature (other than taxpayer) Date

Address (and ZIP Code) Preparer's Emp. Ident. or Soc. Sec. No.

U S GOVERNMENT PRINTING OFFICE 1973-0-500-248 - 23-0427710

## GOAL V: UNDERSTANDING FORMS

*Objective 5103: Students will read to report personal information on insurance forms.*

### Suggested Activities

A. Given a Spiegel's Account Application Form, the student will read the Budget Power Group Insurance section and answer questions on a worksheet.

Directions: Read the Budtet Power Group Insurance and answer the following questions on a separate sheet of paper.

Questions

1. What items does property insurance cover?
2. How do you pay for property insurance?
3. How are claims paid?
4. What is the purpose of credit life insurance?
5. How do you pay for credit life insurance?
6. If you don't want these insurances, must you buy them?

B. Given a large chart containing a sample application for life insurance, the student will write his answers to correspond with the numbers of the blanks on the form.

Directions:
1. Read the insurance form.
2. Number your paper from 1 to 13.
3. Write the required information from the insurance form on your paper according to the corresponding numbers.

Use Permanent Ink
for Answers
and Signatures

Application to the
**METROPOLITAN LIFE INSURANCE COMPANY** (Herein called the Company)
For Policy Indicated Below

Policy form desired: *(Denote by "X")*

☐ Sterling Hospital and Professional Services
☐ Comprehensive Medical Expense
☐ Tower Hospital and Surgical Expense
☐ Standard Hospital and Surgical Expense
☒ Major Medical Expense
☐ Level Benefit In-Patient Policy
☐ In-Patient
☐ With Surgical, Rider Plan No. ..............
☐ ..............

Benefit Plan No. 1000
Type of policy: ☐ Family ☐ Individual

Premiums payable: ☐ Annually ☐ Quarterly ☐ Check-O-Matic ☐ Semi-Ann. ☐ Monthly ☐ Salary Savings

1. What is your full name? *(Print)*

2. Residence? *(Print)* Zip Code ..............
No. Street ..............
City County .............. State ..............
Mailing address? ☐ Residence ☐ Business

3. Place of birth? .............. *(State or foreign country)*
Date of birth? Mo. ...... Day ...... Year ......
Age last birthday? ...... Years

4. *(a)* What is your height? .............. feet ...... inches
*(b)* What is your weight? .............. pounds
Sex?

5. *(a)* Occupation?
*(b)* Duties?

6. By whom employed? ..............
Business address? No. .............. Street ..............
City .............. State .............. Zip Code ..............
Nature of business? ..............

7. Marital status: ☐ Single ☐ Married ☐ Divorced ☐ Separated ☐ Widowed

*Leave items 8 and 9 blank if an individual policy is applied for.*

8. What family members are to be included in the coverage of the policy? *(As family members other than yourself, include only your spouse and unmarried children who have not reached their 18th birthday.)*

| Names *(Print)* | Relationship to Applicant | Date of Birth Month | Day | Year | Age last Birthday | Sex | Height Feet | Inches | Weight Pounds |
|---|---|---|---|---|---|---|---|---|---|
| | Self *(If to be included)* | ← | | See Nos. 3 and 4 above | | | | | → |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

9. Has your name or the name of your spouse or of any **unmarried** child who has not reached his 18th birthday been omitted from the names listed in statement 8 above? .............. *(If yes, give the names and the reasons for omitting.)*

| Names | Reason |
|---|---|
| | |
| | |

10. Do you or any of the family members named in statement 8 have hospital, surgical or medical expense insurance, or service contracts, in this or any other company or association, in force or applied for? .............. *(If yes, give details.)*

| Company or Association | Hospital Daily Benefit | Surgical Maximum | Medical Expense |
|---|---|---|---|
| | | | |
| | | | |

11. Have you or any of the said family members, within the past five years, had any treatment, examination, or advice, by a physician or other practitioner, or at a clinic, hospital, dispensary, or sanatorium? .............. *(If yes, give particulars.)*

| Names | Details or Reason | Month and Year | Duration | Physician or Practitioner | Hospital or Institution |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

12. Have you or any of the said family members ever:
*(a)* had a surgical operation? ..........
*(b)* been advised to have a surgical operation that was not performed? ..........
*(If yes in either case, give particulars.)*

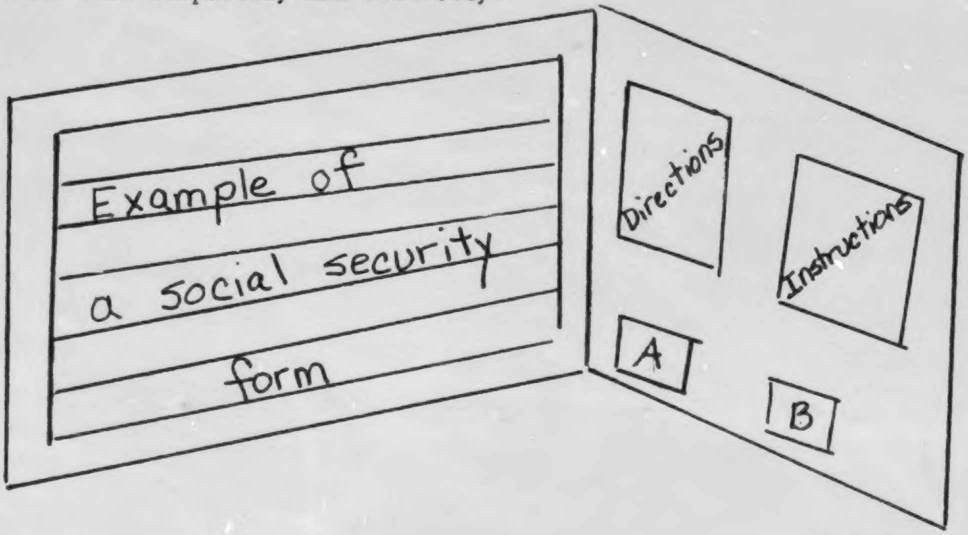
13. *(a)* Have you or any of the said family members any deformity, or loss of limbs, or known impairment of sight or hearing? ..............
*(b)* Have you or any of the said family members ever had, so far as you know, any bodily or mental disease, disorder, abnormal physical condition, or impairment not referred to in your answers to questions 11 or 12? .............. *(If yes in either case, give particulars.)*

GOAL V: UNDERSTANDING FORMS

*Objective 5104: Students will read to report personal information on social security forms.*

Suggested Activities

A. At a center on reporting personal information on a Social Security form, the student will read the form given as a guide and complete the form completely and correctly.



Directions:
1. Take a social security form from pocket A.
2. Using the large form to the right as a guide, fill in your form completely and correctly.
3. Follow the Instructions listed to the side.
4. Place your completed form in Pocket B.

Instructions:
1. Fill in this form completely and correctly.
2. If any information is not known and is unavailable, write "unknown".
3. Print or use a typewriter.

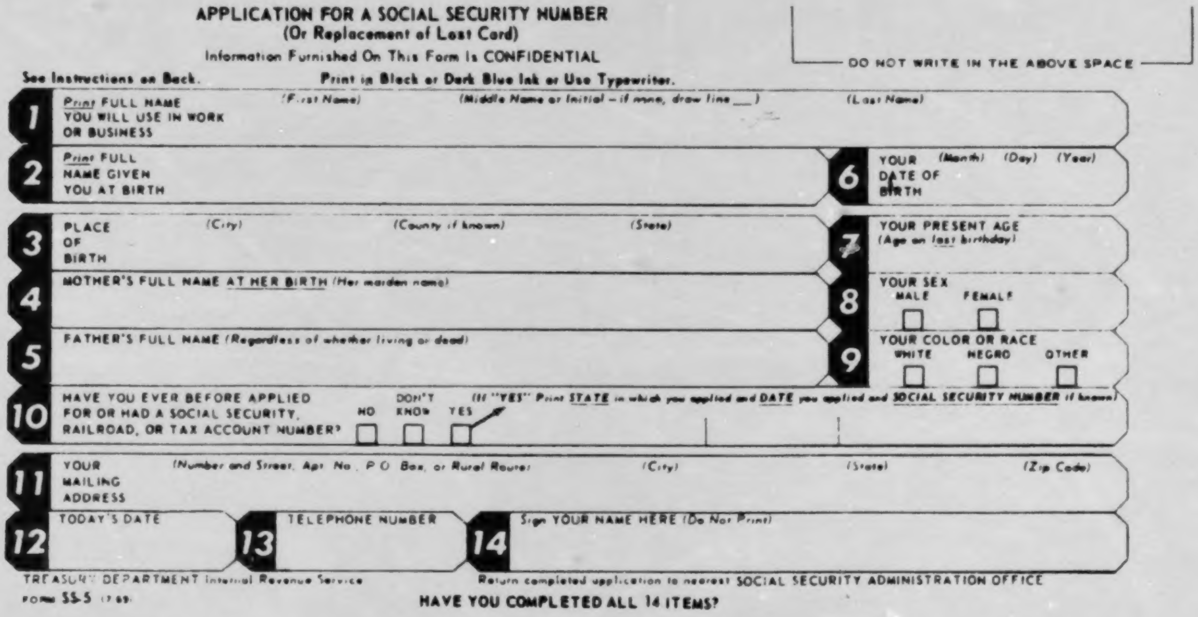
Special Notations:
1. If you do not have a middle name or initial, draw a line.
2. If you were not born in the United States, enter the name of the country in which you were born.
3. If a stepfather, adopting father, or foster father is given, include the relationship after the name: for example, "John H. Jones, stepfather."
4. Sign your name as usually written. Do not print unless this is your usual signature.

Materials:
1. Large sample of social security form
2. Question and instruction cards
3. Two envelopes

B. Given an application for a social security number, the student will correctly complete the form.

Directions: Read the application form (next page) and fill in the appropriate information.

*This is the front of the form.*



**APPLICATION FOR A SOCIAL SECURITY NUMBER**
**(Or Replacement of Lost Card)**
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

**See Instructions on Back.** **Print in Black or Dark Blue Ink or Use Typewriter.**

**1** *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS *(First Name)* *(Middle Name or Initial – if none, draw line ___)* *(Last Name)*

**2** *Print* FULL NAME GIVEN YOU AT BIRTH

**6** YOUR DATE OF BIRTH *(Month)* *(Day)* *(Year)*

**3** PLACE OF BIRTH *(City)* *(County if known)* *(State)*

**7** YOUR PRESENT AGE *(Age on last birthday)*

**4** MOTHER'S FULL NAME AT HER BIRTH *(Her maiden name)*

**8** YOUR SEX MALE ☐ FEMALE ☐

**5** FATHER'S FULL NAME *(Regardless of whether living or dead)*

**9** YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

**10** HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ *(If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)*

**11** YOUR MAILING ADDRESS *(Number and Street, Apt. No., P.O. Box, or Rural Route)* *(City)* *(State)* *(Zip Code)*

**12** TODAY'S DATE

**13** TELEPHONE NUMBER

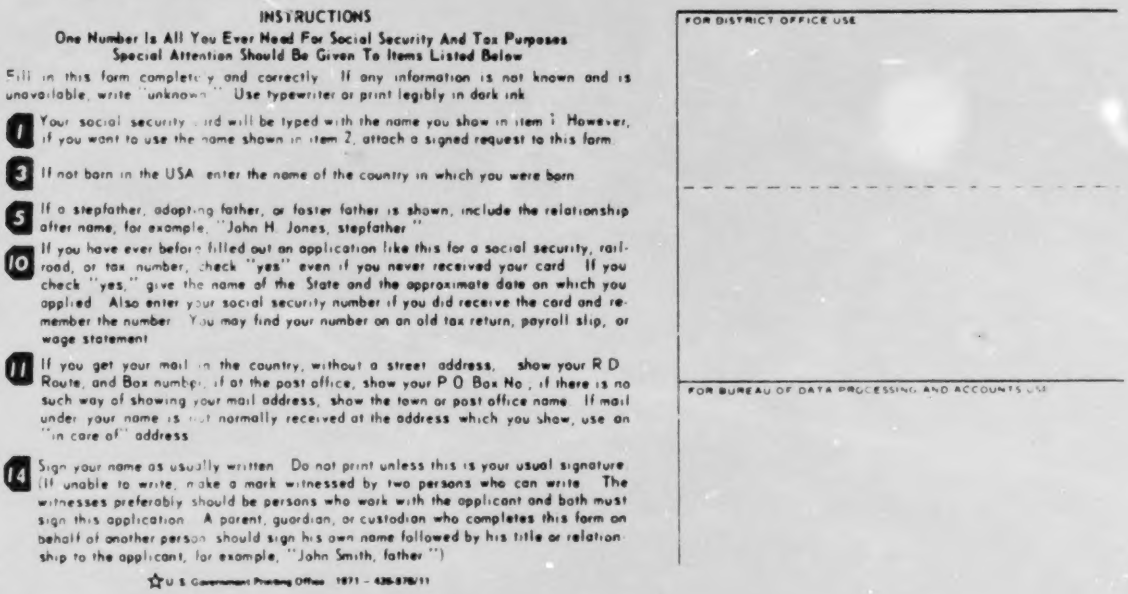
**14** *Sign* YOUR NAME HERE *(Do Not Print)*

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5 (7-69)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

**HAVE YOU COMPLETED ALL 14 ITEMS?**

*This is the back of the form.*



**INSTRUCTIONS**
**One Number Is All You Ever Need For Social Security And Tax Purposes**
**Special Attention Should Be Given To Items Listed Below**

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

**1** Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

**3** If not born in the USA, enter the name of the country in which you were born.

**5** If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

**10** If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

**11** If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

**14** Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

☆ U. S. Government Printing Office 1971 – 436-876/11

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

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## GOAL V: UNDERSTANDING FORMS

*Objective 5105: Students will read to report personal information on medical forms.*

### Suggested Activities

A. Provided with a sample copy of a medical health plan, the student will read to elicit the information necessary to complete the following questions.

Directions: Read the medical health plan and fill in the questionnaire.

### HEALTH PLAN QUESTIONNAIRE

1. What type of plan is it?
_____ Hospital
_____ Major Medical
_____ Surgical
_____ Regular medical (fee-for-service)
_____ Regular medical (prepaid group-practice)
_____ Combination or other type of plan

2. What type of coverage can you get?
_____ Individual
_____ Family
_____ Husband and Wife

3. Can it be gotten through a group?
_____ Yes
_____ No

4. What kind of benefits does it give?
_____ Service
_____ Indemnity

5. How much are the payments?
$ __________

6. How are the payments made?
_____ Payroll deduction or _____ private
_____ Weekly
_____ Monthly
_____ Quarterly
_____ Annually

7. Is there a deductible? _____ yes _____ no
If so, how much? $ ________

8. Are there any waiting periods for coverage? If so, list them.

________________________

________________________

9. Are there any exclusians? If so, list the names of the illnesses.

________________________

________________________

B. Given a Blue Cross - Blue Shield Pay Roll Deduction Authorization Form, the student will read the form to answer the questions given on a ditto and then complete the form correctly.

Directions: Read the authorization form (next page), answer the questions, and complete the form.

1. When will deductions be made?

2. Who will submit the fees to Maryland Blue Cross, Inc.?

3. Will the amount deducted from your pay remain constant?

4. What confidential information may be released by your doctor to the company with your prior knowledge?

5. What statement must you sign showing you were thorough in reading this application?

6. Can you write in the information in your own handwriting?

7. If you delete some information, what could you expect to happen?

8. For what reason should you include your present membership number?

9. Can a child over 19 be covered under your policy?

10. What would be your status if you apply for a parent and child membership?

11. What is meant by spouse? How do you designate if they are a husband or wife?

12. If you are a young married couple desiring a family in the future, what coverage would you buy? Why?

V-16

## INSTRUCTIONS—READ CAREFULLY

1. PLEASE READ BOTH SIDES OF THIS APPLICATION CAREFULLY.
2. FILL IN ALL SPACES BELOW AND ON THE OTHER SIDE OF THIS CARD. PRINT OR TYPE ALL INFORMATION. AN INCOMPLETE APPLICATION MUST BE RETURNED AND WILL USUALLY RESULT IN A DELAY IN MEMBERSHIP.
3. If you are applying for a change of coverage (change from Individual to Family membership, etc.), enter your present membership number and the membership number of any dependents who are already members in the spaces provided. If the change is requested because of marriage, give the date of marriage.
4. List all eligible members of your family, that is, spouse and unmarried children under 19, including those who will become 19 during the current calendar year, and unmarried dependent children over age 19 who are mentally retarded or physically handicapped. Enrollment must be in accordance with family and marital status. A Widow(er), or a divorced or separated applicant with one unmarried child under 19, (including one who will become 19 during the current calendar year) should apply for parent and child membership.
5. **BE SURE TO CHECK COVERAGE DESIRED.**
6. **DATE and SIGN this card in the spaces provided on the reverse side and give it to your employer.**

(Membership Number) B/C—Eff Date—B/S B/C—Orig —B/S

**PLEASE PRINT** ⟶ **DO NOT WRITE ABOVE THIS LINE—FOR OFFICE USE ONLY** ⟵ **PLEASE PRINT**

Your Last Name First Name Initial Your Social Security No.

Your Address—Number and Street City—State—Zip Code Home Phone No. Your Date of Birth

SEX: ☐ M ☐ F Date of Marriage Date Employed Firm Name of Employer Group No.

MARITAL STATUS: ☐ Married ☐ Single ☐ Widowed ☐ Divorced ☐ Separated

**CHECK BLUE CROSS-BLUE SHIELD COVERAGE DESIRED**
☐ INDIVIDUAL ☐ HUSBAND-WIFE
ONLY FAMILY MEMBERSHIPS PROVIDE MATERNITY BENEFITS.
☐ PARENT-CHILD ☐ FAMILY

**DEPENDENTS:** LIST ALL ELIGIBLE FAMILY MEMBERS. SEE PARAGRAPH 4 ABOVE

| RELATIONSHIP | FIRST NAME | INITIAL | BIRTH DATE | | |
|---|---|---|---|---|---|
| | | | MONTH | DAY | YEAR |
| SPOUSE M ☐ F ☐ | | | | | |
| SON ☐ DAUGHTER ☐ | | | | | |
| SON ☐ DAUGHTER ☐ | | | | | |
| SON ☐ DAUGHTER ☐ | | | | | |

If covered, by Maryland Plan or other Blue Cross and/or Blue Shield Plan?

CITY AND STATE MEMBERSHIP NO.

# SIGN APPLICATION AND PAYROLL DEDUCTION AUTHORIZATION ON REVERSE SIDE

PLEASE DO NOT WRITE IN THIS SPACE

NEW ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___
MEMBERSHIP NUMBER

SP___ PB___ TC___

GROUP ___ ___ ___ ___ CONCOV ___ ___ ___ ___ SEX ___

BIRTH DATE ___ ___/___ ___ APPLICANT | ___ ___/___ ___ SPOUSE

EFF DATE ___ ___/___ ___/___ ___ CROSS | ___ ___/___ ___/___ ___ SHIELD

ORIG DATES ___ ___/___ ___/___ ___ CROSS | ___ ___/___ ___/___ ___ SHIELD

MM___ SUBDIV GRP. NO. ___ ___ DATE IN GRP___ ___/___ ___/___ ___

A TRNSF/CONV___ ___ ___ C SPLIT___ D PB___

E TC DATE___ ___/___ ___/___ ___ F OLD GRP___ ___ ___ ___

G NEW GRP___ ___ ___ ___ H OLD CON/COV___ ___ ___/___

J NEW CON/COV___ ___ ___/___ SPOUSE BR___ ___/___ ___/___ ___

L PAID TO___ ___/___ ___/___ ___ R MM___

Q SUB GRP NO___ ___ DATE IN GRP___ ___/___ ___/___ ___

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## GOAL V: UNDERSTANDING FORMS

*Objective 5106: Students will read to report personal information on vocational application forms.*

Suggested Activities

A. Given a job application form and a paragraph giving a true-to-life situation, the student will read both in order to complete the job application form correctly.

Directions: As a group activity, each child fills out the same job application from a situation given in a paragraph form, such as:

"Ronald Jones has just quit RMR Corporation where he has worked during the four years he has been out of high school. He is applying for a job with Almart as a Stock Manager. Ronald is presently living with his mother at 213 Elm Street, Elkton, Maryland 21921 ... etc."

Following this, a new situation is given and each individual fills out a different job application. Use five different ones in the total class. When everyone is finished, have the individuals come together in small groups to compare and discuss before checking.

Materials: Actual job application obtained from the community.

B. Given a Personal Qualifications statement from the U.S. Civil Service Commission, the student will read the form and complete it with correct information.

Directions: Read the Personal Qualifications Statement (next page) and fill in the appropriate information.

# PERSONAL QUALIFICATIONS STATEMENT

**Budget Bureau**
**Approved 50-R0387**

1a. Kind of position *(job)* you are filing for *(or title of examination)*

b. Announcement number

c. Options for which you wish to be considered *(if listed in examination announcement)*

d. Primary place(s) you wish to be employed

| 2. Home telephone | | 3. Business telephone | |
|---|---|---|---|
| Area Code | Number | Area Code | Number |
| | | | |

4. Name *(Last)* *(First)* *(Middle)* *(Maiden, if any)* ☐ Mr. ☐ Miss ☐ Mrs.

5. Number and street, R.D., or Post Office box number

6. City State ZIP Code

| 7. Birth date | | |
|---|---|---|
| Month | Day | Year |
| | | |

8. Social Security Number

9. If you are currently on a register of eligibles for appointment to a Federal position, give the name of the examination, the name of the office maintaining the register, the date on your notice of rating, and your rating.

10. Lowest pay or grade you will accept

| PAY | | GRADE |
|---|---|---|
| $ per | OR | |

11. Are you willing to travel? *(Check one)*

| NO | SOME | OFTEN |
|---|---|---|
| | | |

12. When will you be available?

| 13. Will you accept: | | YES | NO |
|---|---|---|---|
| (A) Temporary appointment of | —1 month or less? | | |
| | —1 to 4 months? | | |
| | —4 to 12 months? | | |
| (B) Less than full time work? | *(Less than 40 hours per week)* | | |

| (C) Will you accept a job in: | YES | NO |
|---|---|---|
| —Washington, D.C.? | | |
| —any place in the United States? | | |
| —outside of the United States? | | |
| —only in *(specify)*: | | |

## 14. EDUCATION

(A) Did you graduate from high school, or will you graduate within the next nine months?

| YES | MONTH/YEAR | NO | HIGHEST GRADE COMPLETED |
|---|---|---|---|
| | | | |

(B) Name and location *(city and State)* of last high school attended

| (C) Name and location *(city, State, and ZIP Code if known)* of college or university. *(If you expect to graduate within 9 months, give MONTH and year you expect degree.)* | Dates attended | | Years completed | | Credits completed | | Type of degree | Year of degree |
|---|---|---|---|---|---|---|---|---|
| | From | To | Day | Night | Semester hours | Quarter hours | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

| (D) Chief undergraduate college subjects | Credits completed | | (E) Chief graduate college subjects | Credits completed | |
|---|---|---|---|---|---|
| | Semester hours | Quarter hours | | Semester hours | Quarter hours |
| | | | | | |
| | | | | | |
| | | | | | |

(F) Major field of study at highest level of college work

(G) Other schools or training *(for example, trade, vocational, armed forces, or business)*. Give for each the name and location *(city, State, and ZIP Code if known)* of school, dates attended, subjects studied, certificates, and any other pertinent data.

15. HONORS, AWARDS, AND FELLOWSHIPS RECEIVED

16. FOREIGN LANGUAGES

| Enter foreign languages and indicate your knowledge of each by placing "X" in proper columns | Reading | | | Speaking | | | Understanding | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Excl | Good | Fair | Excl | Good | Fair | Excl | Good | Fair | Excl | Good | Fair |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

17. Special qualifications and skills *(licenses; skills with machines; patents or inventions; publications—do not submit copies unless requested; public speaking; memberships in professional or scientific societies; typing or shorthand speed; etc.)*

THE FEDERAL GOVERNMENT IS AN EQUAL OPPORTUNITY EMPLOYER

Standard Form 171 (Formerly SF 57
July 1968 U.S. Civil Service Commissio
171-101

C. At a center on reporting personal information on forms for vocational application for employment, the student will read the form and answer questions about the application given on a chart.

Directions: Read the application for employment (next page) and answer the following questions.

Questions

1. To what company does the application refer?
2. How much time should you allow before renewing this application?
3. What qualities will the interviewer be observing during your interview?
4. List four tips you should keep in mind in order to make a good impression during the interview.
5. List three questions you think the interviewer might ask of the people you list as references.
6. Why are you instructed not to list relatives or fellow workers as references on this application?

This Application
Should Be Renewed
Every Six Months.

**CARVEL HALL, DIV. OF TOWLE MFG, CO.,**
**CRISFIELD, MARYLAND**

## APPLICATION FOR EMPLOYMENT

**THIS APPLICATION IS A PERMANENT RECORD** **PLEASE FILL IT OUT CAREFULLY AND COMPLETE**

Position Applied For: ____________ Wage Desired: ________ Date: ________

Name: ____________ Social Security No: ________

Address: ____________ Phone No: ________

Age If Under 21 ____ Over 65 ____ Citizen of U.S.A. ____ Height ________

Weight ____ Physical Defects ____________

Single ____ Married ____ Widowed ____ Separated ____ Divorced ____ No. of Children Under 18 Yrs. ________

No Of other Dependents ____ Father's Name ____________

Address ____________

Wife or Husband's Name ____________ Employed ________

Wife or Husband's Occupation ____________ Employer ________

Notify In Emergency ____________ Address ____________ Phone No ________

Outside Activities ____________ ____________ ____________ ____________

Have you ever worked here? ____ When? ____ Kind of work? ____________

EMPLOYMENT RECORD LIST PRESENT OR MOST RECENT EMPLOYMENT FIRST:

| Dates | | EMPLOYER & ADDRESS | JOB & NATURE OF YOUR WORK | WAGE | REASON FOR LEAVING |
|---|---|---|---|---|---|
| From | To | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

CHECK ANY OF THE FOLLOWING EQUIPMENT YOU OPERATE OR SKILLS YOU POSSESS:

- Carpenter ☐
- Painter ☐
- Fireman ☐
- Machinist ☐
- Toolmaker ☐
- Die Cutter ☐
- Finishing ☐
- Trimmer ☐
- Maintenance Worker ☐
- Press Operator ☐
- Drop Operator ☐
- Polisher ☐
- Silversmith ☐
- Hammersmith ☐
- Spinner ☐
- Chaser ☐
- Cutlery Maker ☐
- Plater-Electro ☐
- Designer ☐
- Other- Specify ☐
- Billing Machine ☐
- Comptometer ☐
- Bookkeeping - Machine ☐
- Ediphone ☐
- Switchboard ☐
- Shorthand ☐
- Typewriter ☐

---

DO NOT WRITE BELOW THIS LINE

| RATE | DEPT | JOB | CLOCK NO. | DATE EMPLOYED |
|---|---|---|---|---|
| | | | | |
| | | | | TIME |
| | | | | |

7/24/68 -a

| SCHOOL | NAME AND LOCATION | YEARS ATTENDED | | GRADUATE? |
|---|---|---|---|---|
| | | FROM | TO | DEGREES? |
| GRADE | | | | |
| HIGH | | | | |
| COLLEGE | | | | |
| TRADE OR BUSINESS | | | | |
| OTHER | | | | |

Additional Educational Experience
List Apprenticeships and Where Served ______________________________

DRAFT BOARD NO. & LOCATION ____________ YOUR ORDER NO. ________ YOUR CLASS ________

MILITARY SERVICE

| YEARS IN SERVICE | | TYPE & PLACE OF DISCHARGE | RANK & BRANCH OF SERVICE | SERVICE NO. | U.S.ONLY |
|---|---|---|---|---|---|
| FROM | TO | | | | |
| | | | | | |
| | | | | | |

NAME OF LAST COMMANDING OFFICER ______________________________

REFERENCES -- DO NOT INCLUDE RELATIVES OR FELLOW WORKERS -- GIVE NAMES AND ADDRESSES

Please give date you will be ready to start work with CARVEL HALL: ____________
Are you willing to take a physical examination at the expense of Carvel Hall ____________
Filing this application carries no promise of employment. I hereby authorize the company, Carvel Hall or its agents to investigate any of the foregoing statements. I agree that any wilful misrepresentation on this application disqualifies me from employment with, or is sufficient cause for dismissal from CARVEL HALL.

APPLICANT'S SIGNATURE: ______________________________

DO NOT WRITE BELOW THIS LINE

INTERVIEWER'S REPORT

| FACTOR | POOR | PROMISING | AVERAGE | GOOD | EXCELLENT |
|---|---|---|---|---|---|
| Aggressiveness Ambition, Drive, Decisiveness | | | | | |
| PERSONALITY - MANNERS, AWKWARDNESS | | | | | |
| JOB KNOWLEDGE - OF POSITION DESIRED | | | | | |
| PHYSIQUE - HEALTH, PHYSICAL ENERGY | | | | | |

Recommended for Employment as: ____________ BY: ____________ START RATE: ____________ START DATE: ____________

APPLICANT NOTIFIED ON: ____________ BY ____________ BY - Writing ☐ Phone ☐ Original Interview ☐ Call Back ☐

Soc. Sec. Verified by: ____________ Date: ____________ Citizenship Verified by: ____________
Date: ____________

FILE: ACTIVE ☐ INACTIVE ☐

V-21

D. Given an application form for employment, the student will successfully report his personal information on the forms.

Directions: Read the application form (next page) and fill in the appropriate information.

E. Given an employment application, the student will read and answer the questions about the application with a buddy.

Directions: Read the employment application form (next page) and answer the questions below.

Questions

1. If you accept a job with this company, will you have to work weekends?
2. If you answer "YES" to any questions on "bonding," what must you report?
3. If the highest grade you completed was the 9th grade, which item or items would you check under the column entitled "Education"?
4. If your application for employment was rejected, where could you write to find out why?
5. If you were in your second year of high school, which item or items would you check under the column entitled "Education"?
6. If you worked for a bank two years ago, and found you were $5.00 short one day, must you include this information on this application?
7. When you sign this application, what responsibility are you placing on your wife, husband, and children?

FILL IN COMPLETELY

☐☐☐ ☐☐ ☐☐☐☐

SOCIAL SECURITY NUMBER

# APPLICATION FOR STATE EMPLOYMENT — MAIL TO:

Department of Personnel
State Office Bldg., 301 W. Preston St.
Baltimore, Maryland 21201

FILE CLASS NO.

☐☐☐☐

(OFFICE USE ONLY)

PRINT NAME Mr. Mrs. Miss ______________ (Last) (First) (Middle) Maiden Name ______________

ADDRESS ______________ (Number and Street or R.F.D.) (City) (County) (State) ZIP CODE

Date of Birth: ☐☐ YR. ☐☐ MO. ☐☐ DAY Place of Birth: ______________ Phone: ☐☐☐ Area Code ☐☐☐ – ☐☐☐☐ NUMBER

Are you a U.S. Citizen? Yes ________ No ________ Height ________ Weight ________ Sex: Male ________ Female ________

RACE: 1. White ________ 2. Black ________ 3. Oriental ________ 4. American Indian ________ 5. Spanish Surnamed American ________

Marital Status: 1. Single ________ 2. Married ________ 3. Divorced ________ 4. Separated ________ 5. Widowed ________

Do you have any physical or mental disabilities or impairments which would limit your performance of the duties of the position fo which you are applying? Yes ______ No ______ If yes, attach a sheet and give full particulars.

Do you have: Maryland driver's license? Yes ______ No ______

LIST: License No. ______________ Class ____________ Expiration Date ____________

EDUCATION AND TRAINING: Give complete information for ALL of your education and training. The information requested in thi item will serve as a basis for the rating of your education and training. Foreign School College Graduates must attach an official transcrip of all completed work.

List any machinery or office equipment you can operate. ______________

Can you type? Yes ________ No ________ Can you take dictation? Yes ______ No ________

If given a typing test, what kind of typewriter would you prefer if a choice is available? __________ Manual __________ Electric

| SCHOOLS | NAME AND ADDRESS OF SCHOOL | DATES ATTENDED FROM | TO | DATE OF GRADUATION | SEMESTER HOURS | MAJOR COURSE WORK | TYPE OF DEGREE |
|---|---|---|---|---|---|---|---|
| GRADE SCHOOL | | | | ▨ | ▨ | ▨ | ▨ |
| HIGH SCHOOL | | | | | ▨ | | ▨ |
| COLLEGE UNIVERSITY | | | | | | | |
| COLLEGE UNIVERSITY | | | | | | | |
| VOCATIONAL-BUSINESS- | | | | | | | |

CIRCLE HIGHEST GRADE COMPLETED:

| GRADE SCHOOL | HIGH SCHOOL | COLLEGE | GRADUATE SCHOOL |
|---|---|---|---|
| 01 02 03 04 05 06 07 08 | 09 10 11 12 | C1 C2 C3 C4 | G1 G2 G3 G4 |

Please use space below to list any courses completed, or other educational requirements completed, as called for in the job specifications:

______________

______________

______________

______________

If you have received a State High School Equivalency Certificate, write in name of State where certificate was received.

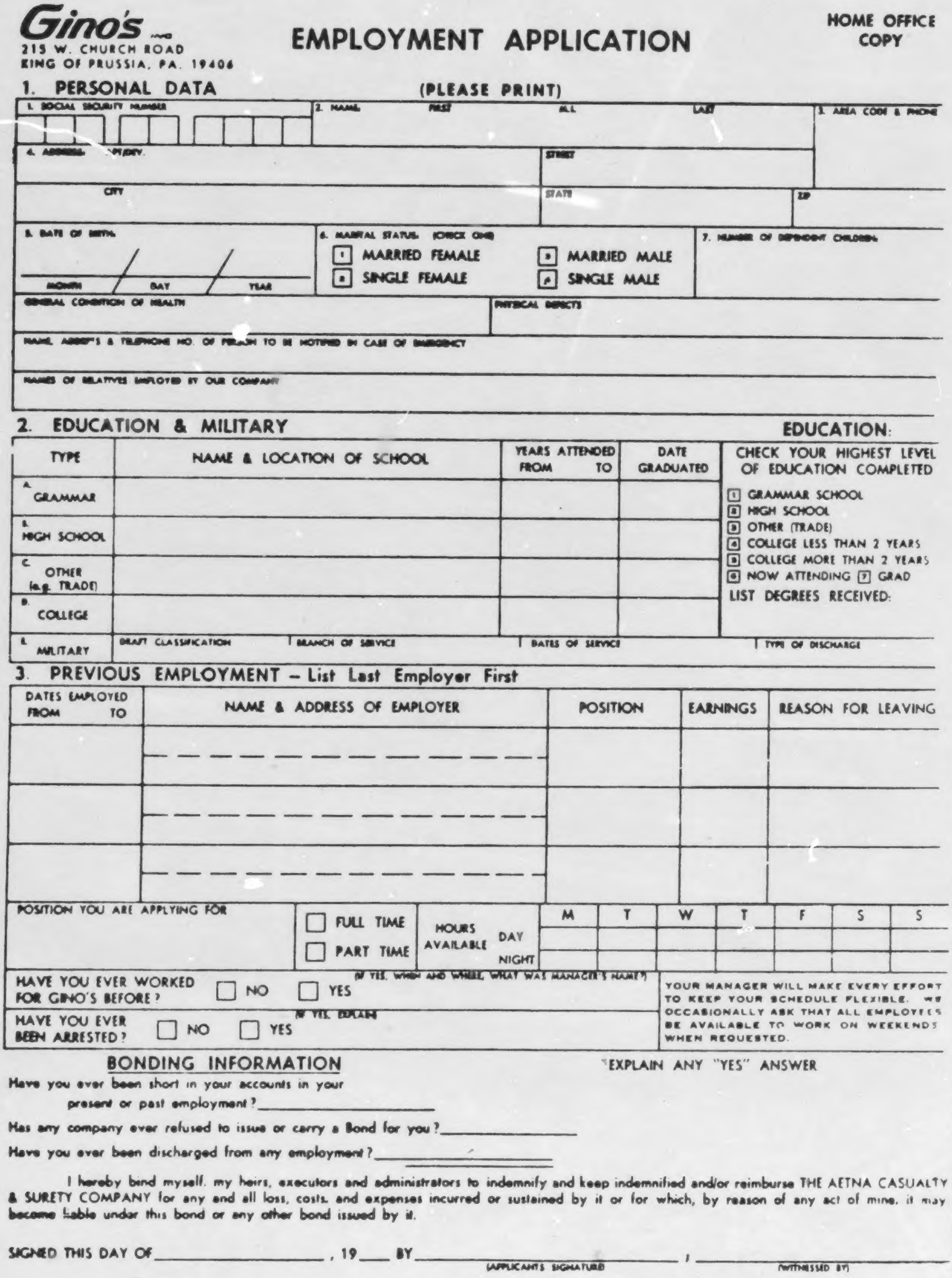
______________

MS 100 REV. 7/73

STATE OF MARYLAND - EQUAL OPPORTUNITY EMPLOYER

V-23

Filling out the correct information on a job application form can be very important. Read through the following application and then answer the questions provided.



Gino's Inc.
215 W. CHURCH ROAD
KING OF PRUSSIA, PA. 19406

## EMPLOYMENT APPLICATION

HOME OFFICE COPY

### 1. PERSONAL DATA

(PLEASE PRINT)

| | | | | |
|---|---|---|---|---|
| 1. SOCIAL SECURITY NUMBER | 2. NAME FIRST | M.I. | LAST | 3. AREA CODE & PHONE |
| 4. ADDRESS APT/DEV. | | STREET | | |
| CITY | | STATE | | ZIP |
| 5. DATE OF BIRTH MONTH / DAY / YEAR | 6. MARITAL STATUS (CHECK ONE) ☐1 MARRIED FEMALE ☐2 SINGLE FEMALE | ☐3 MARRIED MALE ☐4 SINGLE MALE | 7. NUMBER OF DEPENDENT CHILDREN | |
| GENERAL CONDITION OF HEALTH | | PHYSICAL DEFECTS | | |

NAME, ADDR'S & TELEPHONE NO. OF PERSON TO BE NOTIFIED IN CASE OF EMERGENCY

NAMES OF RELATIVES EMPLOYED BY OUR COMPANY

### 2. EDUCATION & MILITARY

| TYPE | NAME & LOCATION OF SCHOOL | YEARS ATTENDED FROM | TO | DATE GRADUATED |
|---|---|---|---|---|
| A. GRAMMAR | | | | |
| B. HIGH SCHOOL | | | | |
| C. OTHER (e.g. TRADE) | | | | |
| D. COLLEGE | | | | |
| E. MILITARY | DRAFT CLASSIFICATION | BRANCH OF SERVICE | DATES OF SERVICE | TYPE OF DISCHARGE |

EDUCATION:
CHECK YOUR HIGHEST LEVEL OF EDUCATION COMPLETED
- ☐1 GRAMMAR SCHOOL
- ☐2 HIGH SCHOOL
- ☐3 OTHER (TRADE)
- ☐4 COLLEGE LESS THAN 2 YEARS
- ☐5 COLLEGE MORE THAN 2 YEARS
- ☐6 NOW ATTENDING ☐7 GRAD

LIST DEGREES RECEIVED:

### 3. PREVIOUS EMPLOYMENT – List Last Employer First

| DATES EMPLOYED FROM | TO | NAME & ADDRESS OF EMPLOYER | POSITION | EARNINGS | REASON FOR LEAVING |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

POSITION YOU ARE APPLYING FOR

☐ FULL TIME
☐ PART TIME

| HOURS AVAILABLE | M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|---|
| DAY | | | | | | | |
| NIGHT | | | | | | | |

HAVE YOU EVER WORKED FOR GINO'S BEFORE? ☐ NO ☐ YES (IF YES, WHEN AND WHERE, WHAT WAS MANAGER'S NAME?)

HAVE YOU EVER BEEN ARRESTED? ☐ NO ☐ YES (IF YES, EXPLAIN)

YOUR MANAGER WILL MAKE EVERY EFFORT TO KEEP YOUR SCHEDULE FLEXIBLE. WE OCCASIONALLY ASK THAT ALL EMPLOYEES BE AVAILABLE TO WORK ON WEEKENDS WHEN REQUESTED.

**BONDING INFORMATION**

*EXPLAIN ANY "YES" ANSWER

Have you ever been short in your accounts in your present or past employment? ____________

Has any company ever refused to issue or carry a Bond for you? ____________

Have you ever been discharged from any employment? ____________

I hereby bind myself, my heirs, executors and administrators to indemnify and keep indemnified and/or reimburse THE AETNA CASUALTY & SURETY COMPANY for any and all loss, costs, and expenses incurred or sustained by it or for which, by reason of any act of mine, it may become liable under this bond or any other bond issued by it.

SIGNED THIS DAY OF ____________, 19___ BY ____________ (APPLICANTS SIGNATURE), ____________ (WITNESSED BY)

V-24

## GOAL V: UNDERSTANDING FORMS

*Objective 5107: Students will read to report personal information on application forms.*

### Suggested Activities

A. Given an application for U.S. Savings Bonds, the student will read to report personal information and answer a true-false worksheet.

Directions: Read an application form for buying U.S. Savings Bonds (next page) and answer the questions below.

1. The taxpayer may use his Social Security Number as an identifying number.

   a. True
   b. False

2. The applicant is asked to both sign and print his name.

   a. True
   b. False

3. A bond which is worth $100 at maturity can be bought for $75.

   a. True
   b. False

4. The taxpayer can use his Social Security Number as an identifying number.

   a. True
   b. False

5. The applicant should send cash to the U.S. Treasurer in order to purchase the bonds.

   a. True
   b. False

6. A bond which cost $18.75 to buy is worth $25.00 at maturity.

   a True
   b. False

7. More than one person can own a single Savings Bond.

   a. True
   b. False

## Application for United States Savings Bonds

************************************************************************

OWNER: (Please Print)
(Date) ______________________________

(Mr.) (Mrs.) (Miss) ____________
(first name)

______________________________
(middle initial) (last name)

Address ______________________
(street)

______________________________
(city) (state) (zip)

MARK BOND(S) DESIRED
SERIES E
Interest added to cash value every 6 months

| Purchase Price | Maturity Value |
|---|---|
| $18.75 | $25.00 |
| $37.50 | $50.00 |
| $75.00 | $100.00 |

CO-OWNER BENEFICIARY (Mark only one, if either is desired, and print name below)

(Mr.) (Mrs.) (Miss) ________________________________________
(first name) (middle initial) (last name)

______________________________
(signature of purchaser)

______________________________
(address)

TAXPAYER IDENTIFYING NUMBER

Social Security Account Number
or
Employer Identification Number
Identifying number of the first named person.

Place application form with check or money order in an envelope and mail to:

TREASURER OF THE UNITED STATES, Washington, D.C. 20220

B. Given an application for a Duplicate Driver's License form the student will read to understand the form and answer questions on a worksheet.

Directions: Read an application for a duplicate driver's license and fill in the appropriate information.

Questions

1. What does an Application for a Duplicate License imply?
2. Of what importance is checking the correct reason for a duplicate license application?
3. Why would a stolen license cause alarm?
4. Why is it important to correctly mark the type of license you are applying for?
5. Why is it necessary to know if you have any physical or mental disabilities that would affect your driving?
6. What is the importance of each car having a separate title number, tag number, and serial number?
7. What are the conditions that require a consenter's signature on a license application?
8. If a person lists his full name and address why is it necessary to list your social security number?

C. Given an Application for a Change of Address and/or Name Notice, the student will read to understand the form and answer questions on a worksheet.

Directions: Read the application form for a change of name and address (next page), and answer the questions below.

Questions

1. What is this form used for at the Department of Motor Vehicles?
2. How much time is allowed for you to report a new address?
3. What information is needed on the left side of the form?
4. Where can the title number, tag number, and serial number information be copied from?

5. What lines are to be completed on the right side of the form?

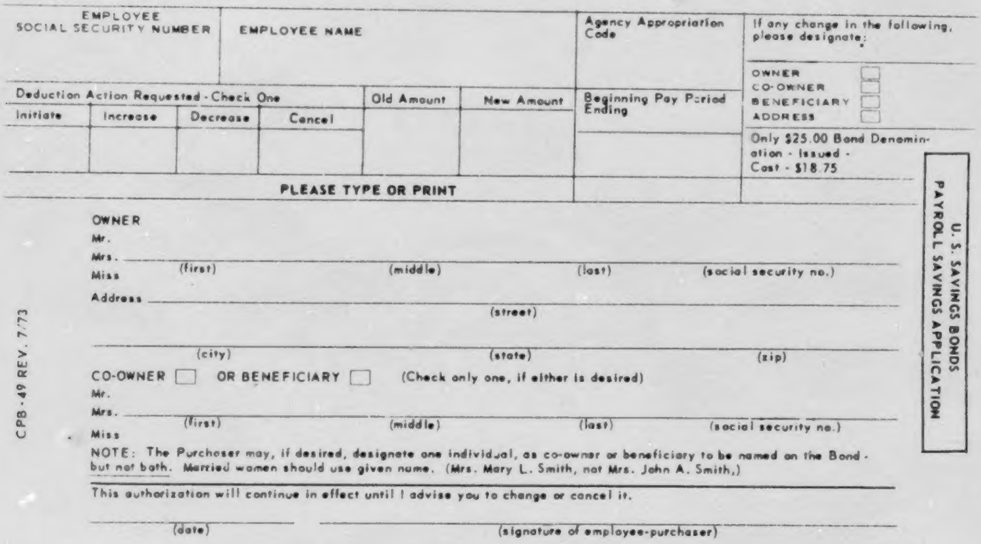
6. If you are showing a name change, what has to be marked in addition to that name change?

7. How much time is allowed for you to report a change in your name?

8. When you sign the form, what does this show?

D. Given a U.S. Savings Bond Payroll Savings Application, the student will read the application form and answer questions on a worksheet.

Directions: Read the Savings Bond Payroll Savings Application Form and answer the questions below.



EMPLOYEE SOCIAL SECURITY NUMBER

EMPLOYEE NAME

Agency Appropriation Code

If any change in the following, please designate:

OWNER ☐
CO-OWNER ☐
BENEFICIARY ☐
ADDRESS ☐

Deduction Action Requested - Check One

| Initiate | Increase | Decrease | Cancel | Old Amount | New Amount | Beginning Pay Period Ending |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

Only $25.00 Bond Denomination - Issued - Cost - $18.75

PLEASE TYPE OR PRINT

OWNER
Mr.
Mrs. ______________________________________________
Miss (first) (middle) (last) (social security no.)

Address ______________________________________________
(street)

______________________________________________
(city) (state) (zip)

CO-OWNER ☐ OR BENEFICIARY ☐ (Check only one, if either is desired)
Mr.
Mrs. ______________________________________________
Miss (first) (middle) (last) (social security no.)

NOTE: The Purchaser may, if desired, designate one individual, as co-owner or beneficiary to be named on the Bond - but not both. Married women should use given name. (Mrs. Mary L. Smith, not Mrs. John A. Smith,)

This authorization will continue in effect until I advise you to change or cancel it.

________________ ______________________________
(date) (signature of employee-purchaser)

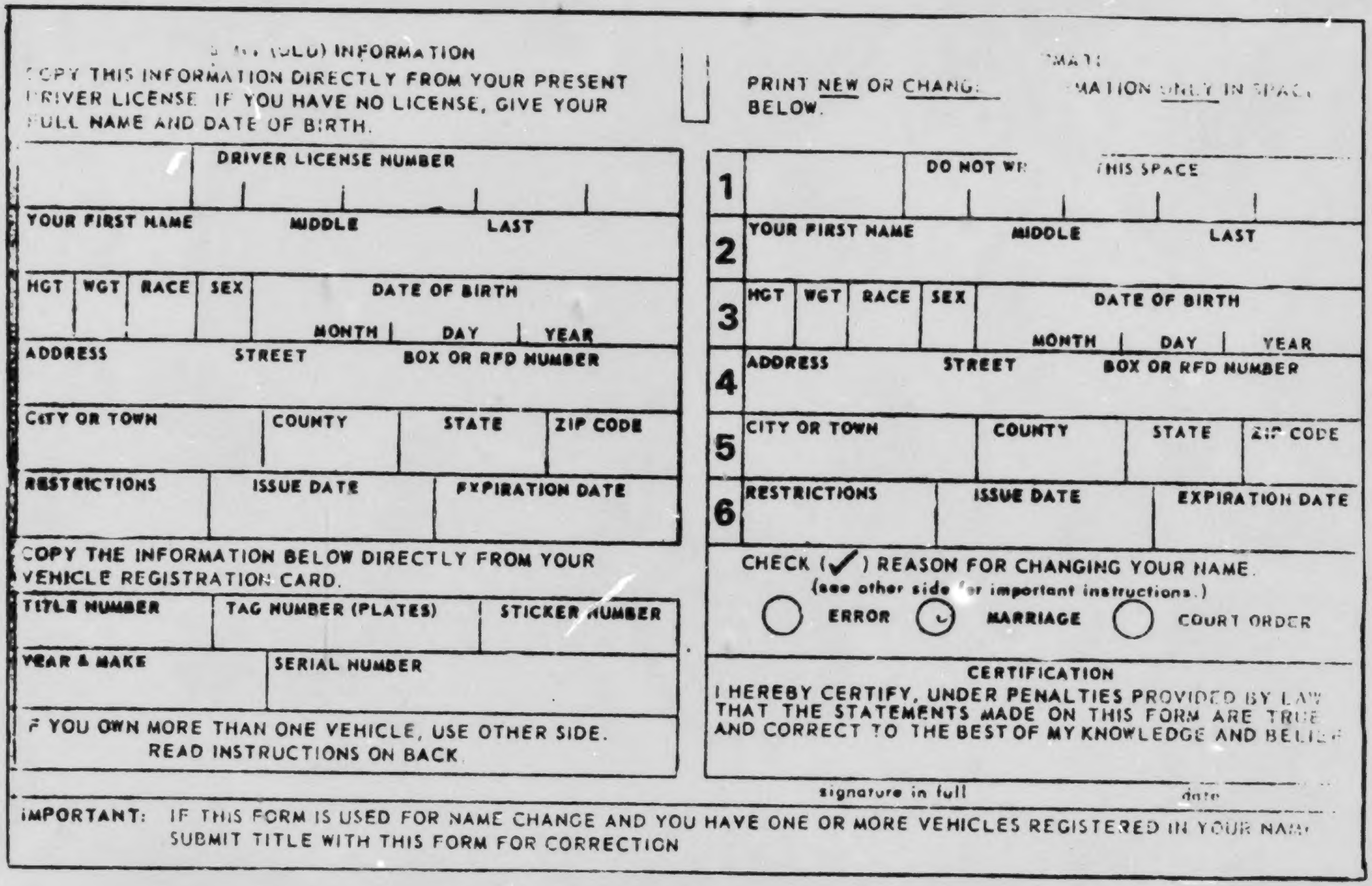
CPB-49 REV. 7/73

U. S. SAVINGS BONDS
PAYROLL SAVINGS APPLICATION

PS-5

Questions

1. This is an application for what?
2. How much is the cost of a $25.00 bond?
3. Who fills out this form?
4. Who determines the denomination of the bonds purchased?
5. Can the owner of the bond designate a co-owner and a beneficiary?
6. How long will this application be in effect?



**(OLD) INFORMATION**

COPY THIS INFORMATION DIRECTLY FROM YOUR PRESENT DRIVER LICENSE. IF YOU HAVE NO LICENSE, GIVE YOUR FULL NAME AND DATE OF BIRTH.

| | | | | | | |
|---|---|---|---|---|---|---|
| | DRIVER LICENSE NUMBER | | | | | |
| YOUR FIRST NAME | | MIDDLE | | LAST | | |
| HGT | WGT | RACE | SEX | DATE OF BIRTH<br>MONTH \| DAY \| YEAR | | |
| ADDRESS | | STREET | | BOX OR RFD NUMBER | | |
| CITY OR TOWN | | COUNTY | | STATE | ZIP CODE | |
| RESTRICTIONS | | ISSUE DATE | | EXPIRATION DATE | | |

COPY THE INFORMATION BELOW DIRECTLY FROM YOUR VEHICLE REGISTRATION CARD.

| | | |
|---|---|---|
| TITLE NUMBER | TAG NUMBER (PLATES) | STICKER NUMBER |
| YEAR & MAKE | SERIAL NUMBER | |

IF YOU OWN MORE THAN ONE VEHICLE, USE OTHER SIDE.
READ INSTRUCTIONS ON BACK.

PRINT NEW OR CHANGED INFORMATION ONLY IN SPACE BELOW.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | | DO NOT WRITE IN THIS SPACE | | | | |
| 2 | YOUR FIRST NAME | | MIDDLE | | LAST | |
| 3 | HGT | WGT | RACE | SEX | DATE OF BIRTH<br>MONTH \| DAY \| YEAR | |
| 4 | ADDRESS | | STREET | | BOX OR RFD NUMBER | |
| 5 | CITY OR TOWN | | COUNTY | | STATE | ZIP CODE |
| 6 | RESTRICTIONS | | ISSUE DATE | | EXPIRATION DATE | |

CHECK (✓) REASON FOR CHANGING YOUR NAME.
(see other side for important instructions.)

○ ERROR ○ MARRIAGE ○ COURT ORDER

**CERTIFICATION**

I HEREBY CERTIFY, UNDER PENALTIES PROVIDED BY LAW THAT THE STATEMENTS MADE ON THIS FORM ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

signature in full

date

**IMPORTANT:** IF THIS FORM IS USED FOR NAME CHANGE AND YOU HAVE ONE OR MORE VEHICLES REGISTERED IN YOUR NAME SUBMIT TITLE WITH THIS FORM FOR CORRECTION

E. Given an application form to purchase stickers, the student will read the form to answer multiple-choice questions.

Directions: Read the purchase form and answer the questions below.

A SPECIAL OFFER FOR ONLY $1.00

A BOX FULL OF SMILES

115 fully smiling faces. Sunny little SMILE stickers self-adhere to anything. Each yellow and black sticker is 1" in diameter, on a roll, and packed in a handy covered, lucite box: Only $1.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Mail 10 days no-risk coupon today!
LAND STUDIOS, 6885 Greenland, Md.

Enclosed is a check or m.o. for
$_____ _____Box(es) Smile Stickers
@ $1.00 (Add 25¢ postage per box)

Name ______________________________

Address ___________________________

City ______________________________

State and Zip _ ___________________

___ SAVE 50¢. Order 2 Boxes for only $2.00 and we pay the postage. Extra box makes delightful gift!

Questions

1. To get her stickers, what should Linda send with the coupon?

   a. Nothing else
   b. A check or money order
   c. Cash
   d. Stamps

2. If two boxes of the SMILE stickers are ordered, will the cost be more than 1¢ each?

   a. Yes
   b. No

3. The stickers are

   a. Mounted on a rectangular piece of paper
   b. Black and white
   c. Yellow and black
   d. Square

## GOAL V: UNDERSTANDING FORMS

*Objective 5108: Students will read to report personal information on armed services forms.*

Suggested Activities

A. At a center on joining the armed services, the student will choose the service he is most interested in, complete the questions on the chart, and fill in the form.

Directions: Read the form for joining the armed forces (next page), complete the activity on the chart, and fill in the form with the appropriate information.

### Chart Activity

When you fill in forms the information you give must be accurate. If you do not know the meaning of some of the vocabulary words, you will be unsuccessful in filling out the form correctly. Read the words below and write a definition for them. If you don't know the meaning of a word, use the dictionary.

1. statement
2. required
3. data
4. verification
5. confidence
6. status
7. disorders
8. chronic
9. naturalization
10. spouse
11. character reference
12. Fascist

# STATEMENT OF PERSONAL HISTORY

**INSTRUCTIONS:** Read the certification at the end of this questionnaire before entering the required data. Print or type all answers. All questions and statements must be completed. If the answer is "None," so state. Do not misstate or omit material fact since the statements made herein are subject to verification. If more space is needed, use the Remarks section, item 30, and attach additional sheets if necessary. The information entered hereon is for official use only and will be maintained in confidence.

1. (*Print*) FIRST NAME—MIDDLE NAME—MAIDEN NAME (*If any*)—LAST NAME
☐ MR.
☐ MRS.
☐ MISS

2. STATUS
☐ CIVILIAN ☐ MILITARY ON ACTIVE DUTY

3. ALIAS(ES), NICKNAME(S), OR CHANGES IN NAME (*Other than by marriage*)

4. PERMANENT MAILING ADDRESS

5. DATE OF BIRTH (*Day, month, year*)

PLACE OF BIRTH (*City, County, State, and Country*)

PLACE CERTIFICATE RECORDED

| | | | | |
|---|---|---|---|---|
| HEIGHT | WEIGHT | COLOR OF EYES | COLOR OF HAIR | SCARS, PHYSICAL DEFECTS, DISTINGUISHING MARKS |

6. DO YOU HAVE A HISTORY OF MENTAL OR NERVOUS DISORDERS? ☐ YES ☐ NO ARE YOU NOW OR HAVE YOU EVER BEEN ADDICTED TO THE USE OF HABIT FORMING DRUGS SUCH AS NARCOTICS OR BARBITURATES? ☐ YES ☐ NO ARE YOU NOW OR HAVE YOU EVER BEEN A CHRONIC USER TO EXCESS OF ALCOHOLIC BEVERAGES? ☐ YES ☐ NO IF THE ANSWER TO ANY OF THE ABOVE IS "YES," EXPLAIN IN ITEM 30

7. U. S. CITIZEN ☐
NATIVE ☐ YES ☐ NO
IF NATURALIZED, CERTIFICATE NO
IF DERIVED, PARENTS' CERTIFICATE NO(S).
DATE, PLACE, AND COURT

ALIEN ☐
REGISTRATION NO
NATIVE COUNTRY
DATE AND PORT OF ENTRY
DO YOU INTEND TO BECOME A U. S. CITIZEN? ☐ YES ☐ NO

## 8. MILITARY SERVICE

ARE YOU PRESENTLY ON ACTIVE DUTY IN THE U. S. ARMED FORCES DRAWING FULL PAY? ☐ YES ☐ NO IF "YES," COMPLETE THE FOLLOWING:

| | | | |
|---|---|---|---|
| GRADE AND SERVICE NO. | SERVICE AND COMPONENT | ORGANIZATION AND STATION | DATE CURRENT ACTIVE SERVICE STARTED |

ARE YOU PRESENTLY A MEMBER OF A U. S. RESERVE OR NATIONAL GUARD ORGANIZATION? ☐ YES ☐ NO IF "YES," COMPLETE THE FOLLOWING

| | | |
|---|---|---|
| GRADE AND SERVICE NO | SERVICE AND COMPONENT | ORGANIZATION AND STATION OR UNIT AND LOCATION |

HAVE YOU PREVIOUSLY SERVED TOURS OF EXTENDED ACTIVE DUTY, DRAWING FULL PAY, FROM WHICH YOU WERE DISCHARGED OR SEPARATED TO CIVILIAN STATUS? ☐ YES ☐ NO IF "YES," COMPLETE THE FOLLOWING

| COUNTRY | SERVICE | COMPONENT | FROM (*Date*) | TO (*Date*) | TYPE DISCHARGES OR SEPARATIONS—GRADE AND SERVICE NO |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

## 9. EDUCATION (*Account for all civilian schools and military academies. Do not include service schools*)

| MONTH AND YEAR | | NAME AND LOCATION OF SCHOOL | GRADUATE | | DEGREE |
|---|---|---|---|---|---|
| FROM— | TO— | | YES | NO | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

10 FAMILY (*List in order given, parents, spouse, guardians, stepparents, foster parents, parents-in-law, former spouse(s) (if divorced give date and place), children, brothers and sisters, even though deceased. Include any others you resided with or with whom a close relationship existed or exists. If the person is not a U. S. citizen by birth, give date and port of entry, alien registration number, naturalization certificate number and place of issuance.*)

| RELATION AND NAME | DATE AND PLACE OF BIRTH | PRESENT ADDRESS, IF LIVING | U. S. CITIZEN | |
|---|---|---|---|---|
| | | | YES | NO |
| FATHER | | | | |
| MOTHER (*Maiden name*) | | | | |
| SPOUSE (*Maiden name*) | | | | |
| OTHER (*Specify*) | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**DD** FORM 1 MAR 64 **398** REPLACES EDITION OF 1 MAY 55 WHICH MAY BE USED.
S/N 0102-004-2200

Exception to Standard Form 86
Approved by Bureau of the Budget June 1960

B. Given a copy of the Selective Service System Registration Card (SSS Form 1 - Mailer), the student will read to answer questions about filling in the card and then complete the card with accurate personal information (even if he or she is under 17 years, 11 months of age).

Directions:
1. Read the information given on the front and back of this card. (next page)
2. Answer the questions on this sheet.
3. Fill in the card accurately.

Questions

1. At what age do you not need to register?
2. Give the month, date, and year you would need to register personally.
3. If you do not understand the requirements where could you get additional information or help?
4. When filling in the form, what must be written, not printed, or typed?
5. What does "NA" indicate to the Local Board?
6. What "caution" is given for filling out dates?
7. What information should be given in Block 16, excluding names of friends?
8. What blocks of information will be for selective service use only?
9. Give two reasons why you would not fill out this card?

(DETACH THIS PORTION BEFORE MAILING)

## IMPORTANT NOTICE

Detach and keep this portion of the Registration Card (SSS FORM 1-MAILER) for your records. Enter the date you mail the Registration Card in this space: ______________________________

You should receive a Status Card (SSS Form 7) which shows your Selective Service classification within 21 days from the date you mail the Registration Card. If you do not receive a Status Card and are not otherwise contacted by a local board within 21 days, you should contact the local board indicated below.

Selective Service System
Local Board No. 50
95 Aquahart Road, Rm. 218
Glen Burnie, Md. 21061

---

Form Approved
OMB No. 33-R0099

### SELECTIVE SERVICE SYSTEM
### REGISTRATION CARD

(To be typed or printed with ballpoint)

| SELECTIVE SERVICE NUMBER | | | |
|---|---|---|---|
| | | | |
| (Selective Service Use Only) | | | |

| | |
|---|---|
| 1. NAME IN FULL<br>*Last* *First* *Middle* | 2. DATE OF BIRTH - - - *See "CAUTION"*<br>*Month (abbrev.)* *Day* *Year* |

**CAUTION The date shown in Block 2 will determine your lottery number. Be sure this date is correct. CAUTION**

| | | | |
|---|---|---|---|
| 3. PLACE OF RESIDENCE<br>*(Street and Number or RFD Route)* | | *Tel. No. (include area code)* | |
| *City, Town, or Village* | *County* | *State* | *Zip Code or Country* |
| 4. MAILING ADDRESS *(If different than item 3)*<br>*(Street and Number or RFD Route)* | | *Tel. No. (include area code)* | |
| *City, Town, or Village* | *County* | *State* | *Zip Code or Country* |

| | | |
|---|---|---|
| 5. PLACE OF BIRTH<br>*City* *State or Country* | 6. SOCIAL SECURITY ACCT. NO. | 7. ALIAS OR OTHER NAME(S) USED |

| | | | |
|---|---|---|---|
| 8. COLOR OF EYES | 9. COLOR OF HAIR | 10. HEIGHT (Approx.) | 11. WEIGHT (Approx.) |

| | |
|---|---|
| 12. HAVE YOU SERVED ON ACTIVE DUTY IN THE ARMED FORCES?<br>☐ YES ☐ NO | 13. ARE YOU A MEMBER OF A RESERVE COMPONENT OF THE ARMED FORCES?<br>☐ YES ☐ NO |

| | | |
|---|---|---|
| 14. ALIENS ONLY<br>ALIEN REGISTRATION NUMBER | DATE ENTERED U.S. | MEDICAL SPECIALTY *(if any)* |

SSS FORM 1-MAILER NOV 73

*(Complete both sides)*

## GOAL V: UNDERSTANDING FORMS

*Objective 5201: Students will read to translate financial agreements such as sales slips*

Suggested Activities

A. Given a sales slip from a grocery store, the student will read the sales slip to answer questions on a worksheet.

Directions: Read the sales slip and answer the questions listed below.

Sales Slip

COLONIAL STORES
Thank You

17 Mar 74

| | |
|---|---|
| $ 00.00 | GRO |
| $ 01.00 | GRO |
| $ 03.12 | TXBL Item |
| $ 00.99 | GRO |
| $ 02.10 | MT |
| $ 01.99 | MT |
| $ 04.59 | MT |
| $ 01.69 | MT |
| $ 00.49 | GRO |
| $ 00.69 | GRO |
| $ 01.39 | MT |
| $ 00.79 | MT |
| $ 00.31 | TXBL Item |
| $ 00.33 | GRO |
| $ 00.10 | GRO |
| $ 00.15 | GRO |
| $ 00.15 | GRO |
| $ 00.77 | GRO |
| $ 01.23 | GRO |
| $ 00.71 | TXBL Item |
| $ 00.77 | TXBL Item |
| $ 01.19 | TXBL Item |
| $ 00.25 | TAX |
| $ 24.80 | TOTL |
| $ 25.00 | Amt Tend |
| $ 00.20 | 1008<br>CHNG |

## Questions

1. What was the total bill?
2. What store gave the receipt?
3. On what day were these groceries bought?
4. How much was taxable?
5. How much money did the customer give the clerk?
6. How much change did the customer get back?
7. If you paid this grocery bill with two twenty dollar bills, how much change would you receive?
8. How much was spent for meat?
9. Name three kinds of meat.
10. What was the price of the last taxable item shown?

B. Given a customer's copy of a sales slip, the student will read to translate the sales slip and answer multiple-choice questions.

Direction: Study the sales slip (next page) and answer the questions below by encircling the letter of the correct item.

## Questions

1. The plumber should
    - a. Come in the morning
    - b. Come in the afternoon
    - c. Call before coming
    - d. Come when not busy
2. M. H. Barnes guarantees
    - a. All work
    - b. No work
    - c. All parts
    - d. Most work
3. Which job will M. H. Barnes perform for the Muggs?
    - a. Put in a water heater
    - b. Install a gas furnace
    - c. Fix a broken window
    - d. Stop a leak

CUSTOMER'S COPY 46752

WATER HEATERS

Phone 654-7927
654-1441

GAS FURNACES

# M. H. BARNES, Inc.

*Plumbing & Heating Installation & Repairs*

BETHESDA, MARYLAND 20014

Date June 18 19 74

Mr. and Mrs. J. Fred Mugge Phone 546-1121

Address 1422 Camden Square

Address of Job Same

Call First ☒
P. M. Only ☐
A. M. Only ☐

Services Requested Repair a leaky faucet

| Quan. | Material Used | Price | Amount |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | Total | |

| Date | Work Performed | Hours | Rate | Amount |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | Total | |

Work Performed by

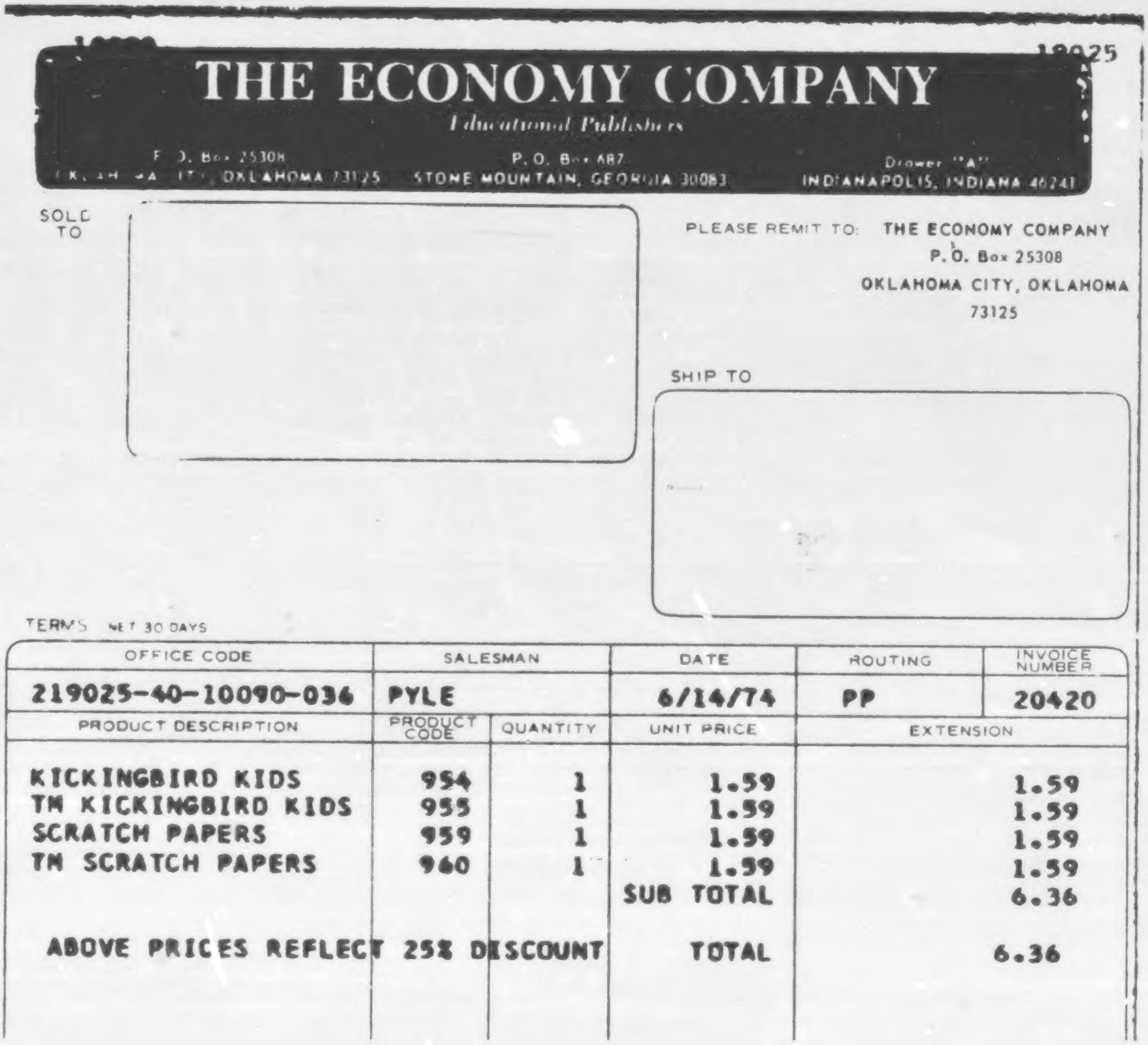
X
Above work completed satisfactorily

| | |
|---|---|
| Total Material | |
| Total Labor | |
| Total | |
| Sales Tax | |
| Grand Total | |

*All Services Guaranteed For 30 Days After Completion Except Stoppages. No Guarantee On Stoppages*

C. Given a bill for merchandise received, the student will read to translate the financial agreement and answer questions given.

Directions: Read and study the financial agreement below, and answer the questions.



19025

**THE ECONOMY COMPANY**

*Educational Publishers*

P. O. Box 25308
OKLAHOMA CITY, OKLAHOMA 73125

P. O. Box 687
STONE MOUNTAIN, GEORGIA 30083

Drawer "A"
INDIANAPOLIS, INDIANA 46241

SOLD TO

PLEASE REMIT TO: THE ECONOMY COMPANY
P. O. Box 25308
OKLAHOMA CITY, OKLAHOMA
73125

SHIP TO

TERMS NET 30 DAYS

| OFFICE CODE | SALESMAN | DATE | ROUTING | INVOICE NUMBER |
|---|---|---|---|---|
| 219025-40-10090-036 | PYLE | 6/14/74 | PP | 20420 |

| PRODUCT DESCRIPTION | PRODUCT CODE | QUANTITY | UNIT PRICE | EXTENSION |
|---|---|---|---|---|
| KICKINGBIRD KIDS | 954 | 1 | 1.59 | 1.59 |
| TM KICKINGBIRD KIDS | 955 | 1 | 1.59 | 1.59 |
| SCRATCH PAPERS | 959 | 1 | 1.59 | 1.59 |
| TM SCRATCH PAPERS | 960 | 1 | 1.59 | 1.59 |
|  |  |  | SUB TOTAL | 6.36 |
| ABOVE PRICES REFLECT 25% DISCOUNT |  |  | TOTAL | 6.36 |

## Questions

1. Which word on the bill means to "send the money to"?
2. What is the closest place to order from?
3. Why do you think the product code is used?
4. How much did each unit cost?
5. What does sub-total mean?
6. What would the bill have been without the discount?

## GOAL V: UNDERSTANDING FORMS

*Objective 5202: Students will read to translate financial agreements on mail order purchase forms.*

Suggested Activities

A. Given a copy of a mail order purchase form, the student will read to elicit the information necessary to understand the financial agreements and answer the questions.

Directions: Read the mail order blank (next page) and answer the questions below.

Questions

1. What are the three methods of payment?
2. What is the percentage of taxes on purchases in Maryland?
3. What information is required for each item to be purchased?
4. What other charges are added in addition to the purchase price?
5. What information is given about C.O.D. orders?
6. Which catalog items are listed as unmailable merchandise?
7. To whom can order be shipped?
8. How are refunds handled?

**SEND TO: MONTGOMERY WARD, BALTIMORE. MD. 21232**

# MONTGOMERY WARD ORDER BLANK & CHANGE-OF-ADDRESS NOTICE*

**If Wards does not have your CORRECT PRESENT address, please fill-in #1 and #2 below, and mail to Wards.* Date____________

## COMBINE ORDERS, AND SAVE!

You save time and money by combining purchases in a single order. Your postage cost generally will be lower than on these same purchases, ordered separately. You may also save when you combine your orders for larger, unmailable merchandise. (Items with catalog numbers ending in "R" or "F".) Since the truck and express companies charge for a specific minimum poundage, even if shipment weighs less, you can order additional items (up to this minimum) with no increase in your shipping cost. See opposite page for details.

## METHOD OF PAYMENT

☐ PLEASE OPEN AN ACCOUNT. I am submitting the completed application form on pages 707, 708.

☐ ADD TO MY CHARG-ALL ACCOUNT
My account number is____________

Wards store or Catalog House where my account is carried____________

☐ CASH (check or money order enclosed)

☐ SPECIAL INSTRUCTIONS____________

This purchase is made at a time sale price, consisting of the cash sale price and a time price differential or finance charge and is subject to the terms and conditions of my Credit Agreement with you.

____________
SIGNATURE (Sign full name as shown on your account)

**PLEASE PRINT ALL INFORMATION (INCLUDING A CHANGE OF ADDRESS)**

**PLEASE DO NOT WRITE IN THIS SPACE**

## #1. MY PRESENT NAME, ADDRESS

Name____________
(first) (middle) (last)
Address____________
City____________ State____________
ZIP code____________ Phone____________

## #2. MY PREVIOUS ADDRESS

*(Fill-in only if Wards does not have your correct current address.)*

Address____________
City____________
State____________ ZIP code____________

## SHIP TO ANOTHER ADDRESS

Name____________
Address____________
City____________ State____________
ZIP code____________ Phone____________

↑ TEAR ON THIS PERFORATED LINE ↑

| GIVE COMPLETE CATALOG NUMBER. Do you have a credit account? It's the convenient way to shop. Check box above. | HOW MANY | ITEM | COLOR NUMBER | SIZE or other code number | PRICE EACH | TOTAL PRICE | SHIP. WT. (Fill-in for cash orders only.) LBS. | OZ. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
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| | | | | | | | | |

**TAX** (subject to change by State and or Local governments)

Alabama*: 4%; District of Columbia: 5%; Florida: 4% (except medicines); Georgia*: 3%; Kentucky: 5%; Maryland: 4%; New Jersey: 5% (except clothing other than furs); North Carolina*: 3%; Ohio*: 4%; Pennsylvania: 6% (except clothing other than furs, formal, athletic, and medicines or medical supplies); South Carolina: 4%; Tennessee*: 3½%; Virginia*: 4%; West Virginia: 3%.

*Add local tax, if applicable in your locality.

FILL IN FOR CASH ORDERS ONLY

ON CREDIT ORDERS WARDS FIGURES THESE CHARGES.

| | | | |
|---|---|---|---|
| TOTAL FOR GOODS | | Total lbs. | Total oz. |
| TAX (see at left) | | | |
| POSTAGE (see opposite page) | | | |
| Owed on previous cash orders | | Total wt. in lbs. | |
| CASH PRICE | | | |
| AMOUNT ENCLOSED: Check, Money Order | | 16 oz. = 1 lb. count any remaining oz. as a full lb. | |
| AMOUNT ENCLOSED: Wards Refund Drafts | | | |

**ON C.O.D. ORDERS** We add a 50¢ service charge.

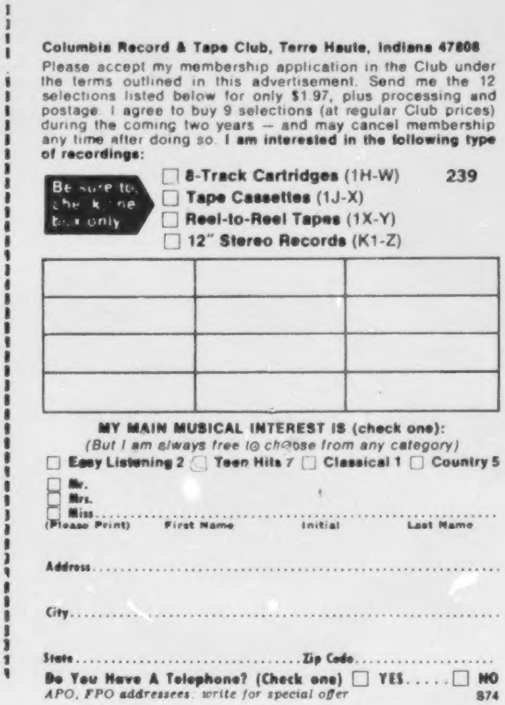
**HOW WE SHIP . . .** Depend on Wards to ship non-mailable items the best way. If you have a preference, please write it here→ ____________

**REFUNDS** by Montgomery Ward are usually made by draft. If a draft is not presented for payment within two years from the date of issue, a service charge thereafter of $1 per year (but not more than the face value of the draft) will be deducted.

V-41

B. Given a mail order form for a record club, the student will read to locate answers to the questions on the form by following the directives below.

Directions: Read the mail order form for joining the Columbia Record Club, and answer the questions below.



**Columbia Record & Tape Club, Terre Haute, Indiana 47808**

Please accept my membership application in the Club under the terms outlined in this advertisement. Send me the 12 selections listed below for only $1.97, plus processing and postage. I agree to buy 9 selections (at regular Club prices) during the coming two years — and may cancel membership any time after doing so. **I am interested in the following type of recordings:**

Be sure to check one box only

☐ **8-Track Cartridges** (1H-W) **239**
☐ **Tape Cassettes** (1J-X)
☐ **Reel-to-Reel Tapes** (1X-Y)
☐ **12" Stereo Records** (K1-Z)

| | | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**MY MAIN MUSICAL INTEREST IS (check one):**
*(But I am always free to choose from any category)*
☐ **Easy Listening** 2 ☐ **Teen Hits** 7 ☐ **Classical** 1 ☐ **Country** 5

☐ **Mr.**
☐ **Mrs.**
☐ **Miss**..............................................................
(Please Print) First Name Initial Last Name

**Address**..............................................................

**City**..............................................................

**State**..................................**Zip Code**......................

**Do You Have A Telephone? (Check one)** ☐ **YES**..... ☐ **NO**
*APO, FPO addressees: write for special offer* **874**

Questions

1. What is the initial cost of joining the club?
2. How many selections are you obligated to buy?
3. Are there any restrictions as to the type of recordings you may purchase?
4. What are the musical categories offered?
5. When may you cancel your membership?

## GOAL V: UNDERSTANDING FORMS

*Objective 5203: Students will read to translate financial agreements on credit card policies.*

### Suggested Activities

A. Given a Credit Card Application, the student will read to show his understanding of the vocabulary and the financial agreement on the form by completing the exercise.

Directions: Read the credit card application form (next page), and complete the exercise by placing the number from the second column to the correct answer in the first column.

### VOCABULARY MATCH

_____ Estimated monthly purchase

_____ Previous address

_____ Credit established with

_____ NO

_____ Nature of Business

_____ Spouse

_____ Estimated

_____ Finance charge

_____ Liability

_____ Unauthorized

1. Number
2. Husband or wife
3. About how much; not exact
4. The kind of work you do
5. Where you lived before
6. The money you can figure to spend each month
7. Places (businesses, banks, oil companies) with whom you have credit or charge cards
8. Responsibility
9. Money charged if account is past due

|  |  |  |  | NC | T | TOA | LOC | S | MLP | BUR | RPT | AIR |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

☐ MR.
☐ MRS.
☐ MISS
FIRST NAME MIDDLE INITIAL LAST NAME AGE $ SPOUSE FIRST NAME

STREET ADDRESS NUMBER STREET APT. NO. HOW LONG THERE

CITY STATE ZIP CODE

PHONE NUMBER AREA CODE SOCIAL SECURITY NO. NO. CARDS DESIRED ESTIMATED MONTHLY PURCHASES $

OWN HOME ☐ RENT ☐ NO. DEPENDENTS IF ON ACTIVE DUTY MILITARY SER. NO.

PREVIOUS HOME ADDRESS HOW LONG THERE

NAME AND ADDRESS OF NEAREST RELATIVE

NAME OF PRESENT EMPLOYER NATURE OF BUSINESS

ADDRESS YOUR POSITION MONTHLY INCOME YRS. WITH FIRM

PREVIOUS EMPLOYER AND ADDRESS YRS. WITH FIRM

SPOUSE'S EMPLOYER AND ADDRESS YRS. WITH FIRM MONTHLY INCOME

NAME OF BANK ADDRESS ACCOUNT NO. ☐ CHECKING ☐ SAVING ☐ LOAN

CARD USED FOR CAR ☐ TRUCK ☐ PLANE ☐ BOAT ☐

**CREDIT ESTABLISHED WITH:**

NAME
ADDRESS ACCOUNT NO.

NAME
ADDRESS ACCOUNT NO.

NAME
ADDRESS ACCOUNT NO.

**TERMS:**

Full payment upon receipt of monthly statement of purchases. Accounts not paid within terms will incur monthly Finance Charges on the amounts past due. Important information on Texaco Travel Card terms and conditions accompanies delivery of the Travel Card. Texaco provides both a Regular Travel Card Account for all purchases and a Time Charge Plan. The Time Charge Plan may only be used for purchases of tires, batteries, accessories and special goods and services which Texaco has authorized retailers to sell on credit.

I shall be responsible for all purchases made by anyone through the use of my Travel Card after I receive it, except that my liability for purchases made by unauthorized persons shall not exceed $50.

SIGNATURE DATE

PLEASE SIGN HERE

B. Using a credit card, the student will read it and complete the true-false exercise to show his understanding of the financial agreement on the card.

Directions: Read the BankAmericard Agreement below and then complete the exercise.

BankAmericard

AGREEMENT: This BankAmericard is the property of THE FIRST NATIONAL BANK OF MARYLAND (Bank), and use of the BankAmericard by, or with the consent of, the holder constitutes agreement as follows: Holder agrees (1) to assume responsibility for credit extended by Bank on the basis of the authorized use of the BankAmericard and to give prompt notice to Bank of loss or theft of card. Liability on loss or theft of card is only to extent permitted by Federal law; (2) to pay, at such place as Bank designates, obligations evidencing such credit; and FINANCE CHARGE where applicable, in accordance with billings and the current Customer Payment Schedule, including a reasonable attorney's fee in the event of suit or action; (3) the BankAmericard may be cancelled by Bank at any time; (4) to surrender the BankAmericard upon demand; (5) to waive and release Bank from all defenses, rights, and claims holder may have against merchant or company honoring the BankAmericard; (6) any claim of Bank against holder shall at Bank's option become immediately due and payable if holder fails to perform any terms hereof or make any payments as otherwise agreed; (7) that if holder exceed credit limit as set forth on billing, statements, at Bank's option the excess may be declared due and payable at once.

Sample Worksheet

True-False

_____ 1. Authorized users of this card must sign in the space provided on the front of the card.
_____ 2. The bank may not cancel the card.
_____ 3. The user must pay authorized credit obligations.
_____ 4. Service charges need not be paid.
_____ 5. The bank will assume liability for the failure of any merchant to extend credit.

## GOAL V: UNDERSTANDING FORMS

*Objective 5204: Students will read to translate financial agreements on bank statements.*

Suggested Activities

A. Given a copy of a monthly bank statement, the student will read to translate the financial agreement on the statement and answer multiple choice questions.

Directions: Read the bank statement (next page) and answer the following questions by encircling the letter of the correct item.

Questions

1. There were three deposits made during the month totaling

   a. $225.50
   b. $298.90
   c. $282.41
   d. None of the answers

2. $.75 was charged to this account for

   a. Overdraft
   b. Insufficient funds
   c. Maintenance charge
   d. Service charge

3. What amount can now be spent from this account?

   a. $200.00
   b. $282.00
   c. $115.75
   d. None of the answers

## Sample Bank Statement

BANKERS TRUST COMPANY NEW YORK

Statement of Checking Account Previous Balance $225.30

ACCOUNT NUMBER 12-123-123 FOR THE PERIOD Jan. 19 to Feb. 18

| CHECKS AND CHARGES | DEPOSITS/CREDITS | DATE | BALANCE |
|---|---|---|---|
| 26.40 | 100.00 | Jan. 20 | 298.90 |
| 125.00 | | Jan. 28 | 173.90 |
| | 53.00 | Feb. 1 | 226.90 |
| 28.34 | | Feb. 8 | 198.56 |
| | 100.00 | Feb. 10 | 298.56 |
| 15.00 | | Feb. 17 | 283.56 |
| .40 SC .75 MC | | Feb. 18 | 282.41 |

CC Certified Check
CM Credit Memo
DM Debit Memo
IF Insufficient Funds
LA Automatic Loan Advance
LR Loan Request
MC Maintenance Charge
OD Overdraft
SC Service Charge

B. Given a worksheet on filling in bank checks to pay a bill, the student will complete the worksheet correctly.

Directions: Fill out three separate checks to Sears with the following information:

1. April 5th you made a purchase for $35.86.
2. April 21st you made a purchase for $56.29.
3. May 4th you made a purchase for $15.56.

## Sample Checks

101

______________ 19______

Pay to the
order of ______________________________ $ ________

______________________________________________ Dollars

______________________

---

102

______________ 19______

Pay to the
order of ______________________________ $ ________

______________________________________________ Dollars

______________________

---

103

______________ 19______

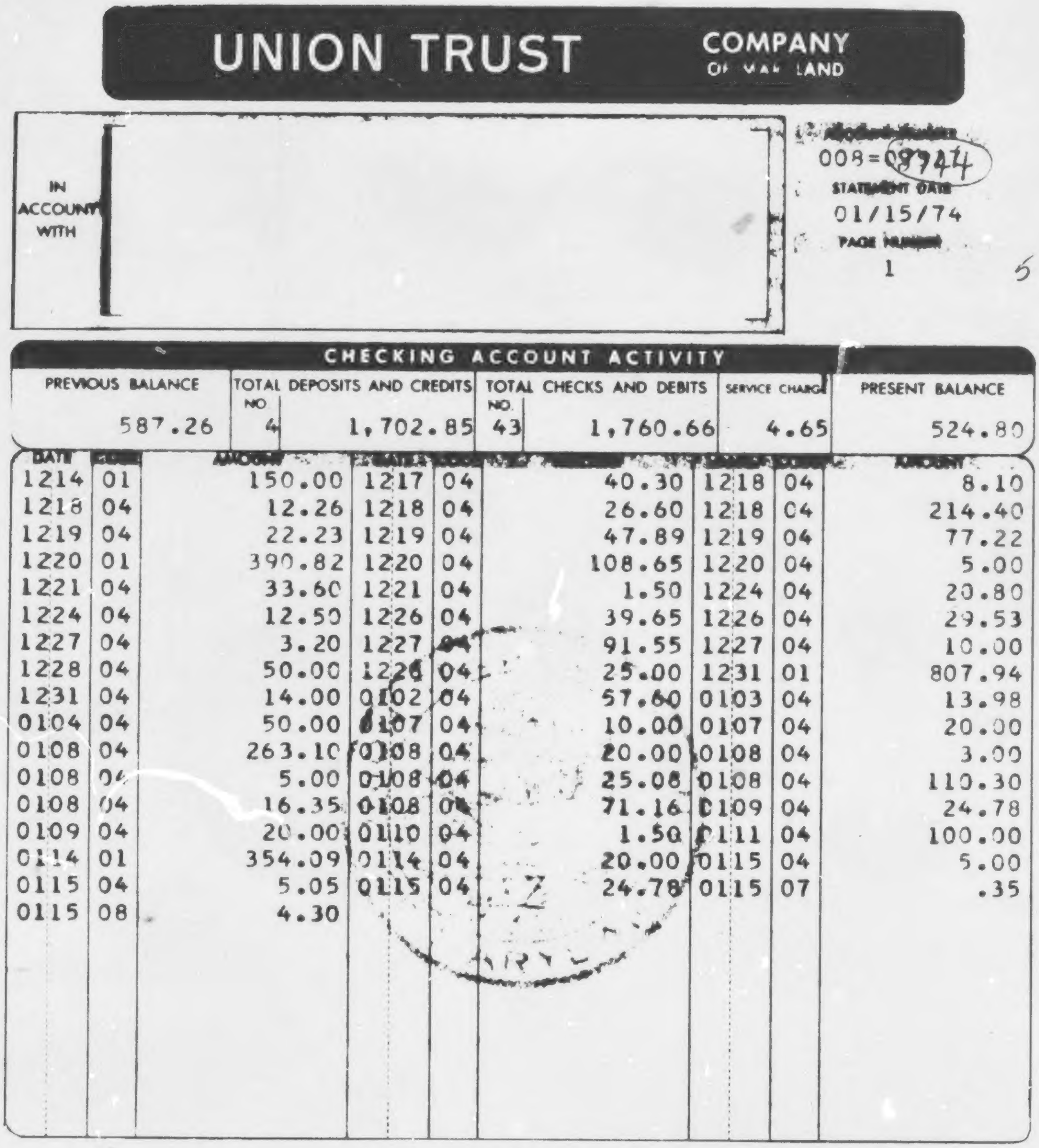
Pay to the
order of ______________________________ $ ________

______________________________________________ Dollars

______________________

C. Given a copy of a bank statement for a checking account, the student will read the statement to translate the financial agreements and follow the directions on a worksheet.

Directions: Read the bank statement below and complete the worksheet (next page).



**UNION TRUST** COMPANY OF MARYLAND

IN ACCOUNT WITH

[illegible]
008=08744
STATEMENT DATE
01/15/74
PAGE NUMBER
1

5

CHECKING ACCOUNT ACTIVITY

| PREVIOUS BALANCE | TOTAL DEPOSITS AND CREDITS NO. | | TOTAL CHECKS AND DEBITS NO. | | SERVICE CHARGE | PRESENT BALANCE |
|---|---|---|---|---|---|---|
| 587.26 | 4 | 1,702.85 | 43 | 1,760.66 | 4.65 | 524.80 |

| DATE | CODE | AMOUNT | DATE | CODE | AMOUNT | DATE | CODE | AMOUNT |
|---|---|---|---|---|---|---|---|---|
| 1214 | 01 | 150.00 | 1217 | 04 | 40.30 | 1218 | 04 | 8.10 |
| 1218 | 04 | 12.26 | 1218 | 04 | 26.60 | 1218 | 04 | 214.40 |
| 1219 | 04 | 22.23 | 1219 | 04 | 47.89 | 1219 | 04 | 77.22 |
| 1220 | 01 | 390.82 | 1220 | 04 | 108.65 | 1220 | 04 | 5.00 |
| 1221 | 04 | 33.60 | 1221 | 04 | 1.50 | 1224 | 04 | 20.80 |
| 1224 | 04 | 12.50 | 1226 | 04 | 39.65 | 1226 | 04 | 29.53 |
| 1227 | 04 | 3.20 | 1227 | 04 | 91.55 | 1227 | 04 | 10.00 |
| 1228 | 04 | 50.00 | 1228 | 04 | 25.00 | 1231 | 01 | 807.94 |
| 1231 | 04 | 14.00 | 0102 | 04 | 57.60 | 0103 | 04 | 13.98 |
| 0104 | 04 | 50.00 | 0107 | 04 | 10.00 | 0107 | 04 | 20.00 |
| 0108 | 04 | 263.10 | 0108 | 04 | 20.00 | 0108 | 04 | 3.00 |
| 0108 | 04 | 5.00 | 0108 | 04 | 25.08 | 0108 | 04 | 110.30 |
| 0108 | 04 | 16.35 | 0108 | 04 | 71.16 | 0109 | 04 | 24.78 |
| 0109 | 04 | 20.00 | 0110 | 04 | 1.50 | 0111 | 04 | 100.00 |
| 0114 | 01 | 354.09 | 0114 | 04 | 20.00 | 0115 | 04 | 5.00 |
| 0115 | 04 | 5.05 | 0115 | 04 | 24.78 | 0115 | 07 | .35 |
| 0115 | 08 | 4.30 | | | | | | |

### Worksheet

Follow the directions given or fill in the blanks.

1. Underline in red all deposits made.
   The first deposit was made on ___________.
   The last deposit was made on ____________.

2. Underline in blue all the checks written.
   The largest check written was ___________.
   The smallest check written was __________.

3. The deposits were ________________ than the checks written.

4. The present balance is ___________ than the previous balance.

5. The amount charged by the bank for using their services was ____________________________.

6. The period covered by this statement was _____ to _____.

D. At a center on Balancing Your Checking Account, the student will read the sheet on balancing a checkbook and use the bank statement given plus the information on a chart to see if the account balances.

Directions:
1. Read "Balance Your Checking Account"(next page)
2. Study the bank statement (Activity C)
3. Read the information on the chart below.
4. Balance the checking account.

### Chart

| | |
|---|---|
| Check Book Balance | $586.45 |
| Checks Issued but not on Statement | $ 1.50<br>47.89<br>12.26 |

You Can Easily

## BALANCE YOUR CHECKING ACCOUNT

by Doing These Things

FILL IN BELOW AMOUNTS FROM YOUR Check Book AND Bank Statement

Balance Shown on BANK STATEMENT $__________

**Add** Deposits Not on Statement: $__________
(Including Supercheck Loan Advances)

**Total**.............................. $__________

**Subtract** Checks Issued but Not on Statement
$__________

**Total**....................... $__________

BALANCE.......................... $__________

Balance Shown in Your CHECK BOOK $__________

**Add** any Deposits Not Entered in Check Book: $__________
(Including Supercheck Loan Advances)

**Total**.............................. $__________

**Subtract** any Bank Charges Not in Check Book:
(Including Supercheck Loan Payment and Finance Charges)
$__________

**Total**....................... $__________

BALANCE.......................... $__________

These balances represent the correct amount of money you have in the bank and should agree. Differences, if any, should be reported to the bank within fourteen days after the receipt of your statement.

## SUPERCHECK LOAN INFORMATION

"All Activity during the Billing Cycle in your Supercheck Loan Account is stated on the front side of this statement."

FINANCE CHARGES are computed as follows:

1. The Average Daily Balance is multiplied by the number of days in the Billing Cycle.
2. The Daily Periodic Rate is applied to the product to determine amount of FINANCE CHARGE.

"Average Daily Balance is determined by adding each day's ending loan balance and dividing the total by the number of days in the Billing Cycle. The ending loan balance on the Closing Date is determined prior to crediting the monthly cycle payment."

Billing Cycle is the period of time in days from the day after the Closing Date of the last periodic statement through the Closing Date of this statement.

*Prepayment (PP) and payment reversal (PR) transactions appear on statement on the day entry is processed but they do not affect the checking account balance.

NOTICE: See reverse side for important information.

**UNION TRUST**
COMPANY OF MARYLAND
**BALTIMORE, MARYLAND 21201**
*Personal Loans · Automobile Loans · Home Improvement Loans*
*Savings Accounts · Safe Deposit Boxes*

*Member Federal Reserve System* *Member Federal Deposit Insurance Corporation*

V-

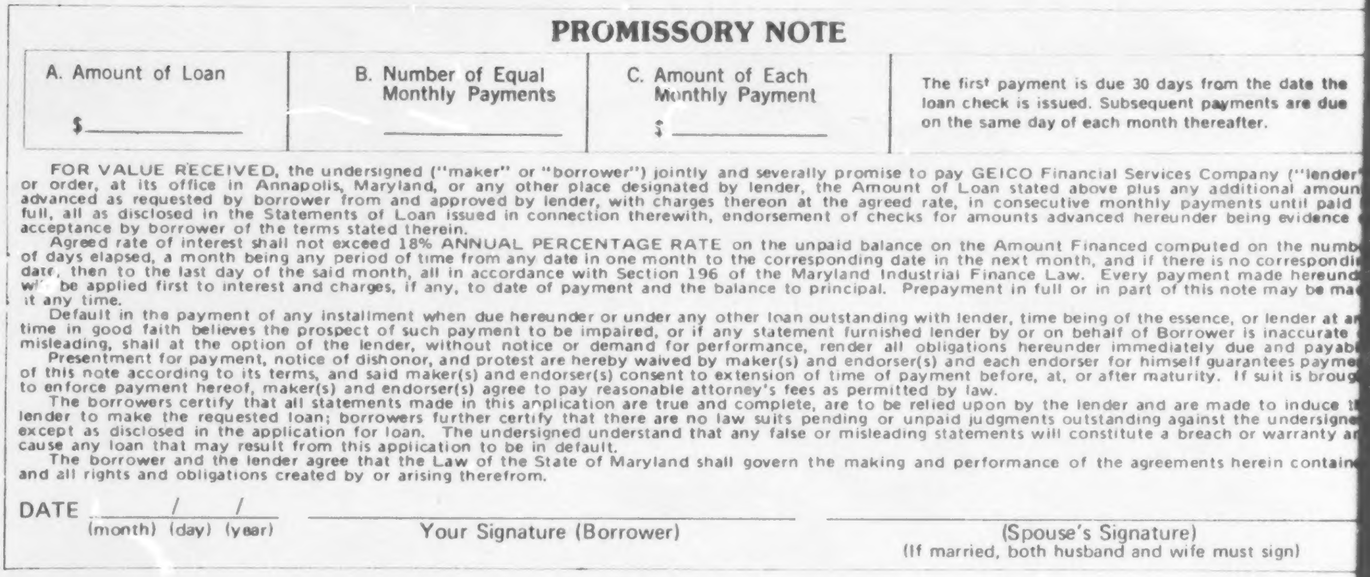
GOAL V: UNDERSTANDING FORMS

*Objective 5205: Students will read to translate agreements on notes and loans.*

Suggested Activities

A. At a center, the student will use a copy of a promissory note, will locate a number, and draw a line under the words which answer the questions written on a large chart in the center.

Directions: Reproduce enough copies of the promissory note for each student to have his own copy. Write the questions about the note on a large chart to be kept at the center.



## PROMISSORY NOTE

| | | | |
|---|---|---|---|
| A. Amount of Loan<br>$______ | B. Number of Equal Monthly Payments<br>______ | C. Amount of Each Monthly Payment<br>$______ | The first payment is due 30 days from the date the loan check is issued. Subsequent payments are due on the same day of each month thereafter. |

FOR VALUE RECEIVED, the undersigned ("maker" or "borrower") jointly and severally promise to pay GEICO Financial Services Company ("lender
or order, at its office in Annapolis, Maryland, or any other place designated by lender, the Amount of Loan stated above plus any additional amoun
advanced as requested by borrower from and approved by lender, with charges thereon at the agreed rate, in consecutive monthly payments until paid
full, all as disclosed in the Statements of Loan issued in connection therewith, endorsement of checks for amounts advanced hereunder being evidence
acceptance by borrower of the terms stated therein.

Agreed rate of interest shall not exceed 18% ANNUAL PERCENTAGE RATE on the unpaid balance on the Amount Financed computed on the numb
of days elapsed, a month being any period of time from any date in one month to the corresponding date in the next month, and if there is no correspondi
date, then to the last day of the said month, all in accordance with Section 196 of the Maryland Industrial Finance Law. Every payment made hereund
will be applied first to interest and charges, if any, to date of payment and the balance to principal. Prepayment in full or in part of this note may be ma
it any time.

Default in the payment of any installment when due hereunder or under any other loan outstanding with lender, time being of the essence, or lender at a
time in good faith believes the prospect of such payment to be impaired, or if any statement furnished lender by or on behalf of Borrower is inaccurate
misleading, shall at the option of the lender, without notice or demand for performance, render all obligations hereunder immediately due and payab
Presentment for payment, notice of dishonor, and protest are hereby waived by maker(s) and endorser(s) and each endorser for himself guarantees payme
of this note according to its terms, and said maker(s) and endorser(s) consent to extension of time of payment before, at, or after maturity. If suit is broug
to enforce payment hereof, maker(s) and endorser(s) agree to pay reasonable attorney's fees as permitted by law.

The borrowers certify that all statements made in this application are true and complete, are to be relied upon by the lender and are made to induce t
lender to make the requested loan; borrowers further certify that there are no law suits pending or unpaid judgments outstanding against the undersigne
except as disclosed in the application for loan. The undersigned understand that any false or misleading statements will constitute a breach or warranty a
cause any loan that may result from this application to be in default.

The borrower and the lender agree that the Law of the State of Maryland shall govern the making and performance of the agreements herein contain
and all rights and obligations created by or arising therefrom.

DATE ____/____/____
(month) (day) (year)

______________________
Your Signature (Borrower)

______________________
(Spouse's Signature)
(If married, both husband and wife must sign)

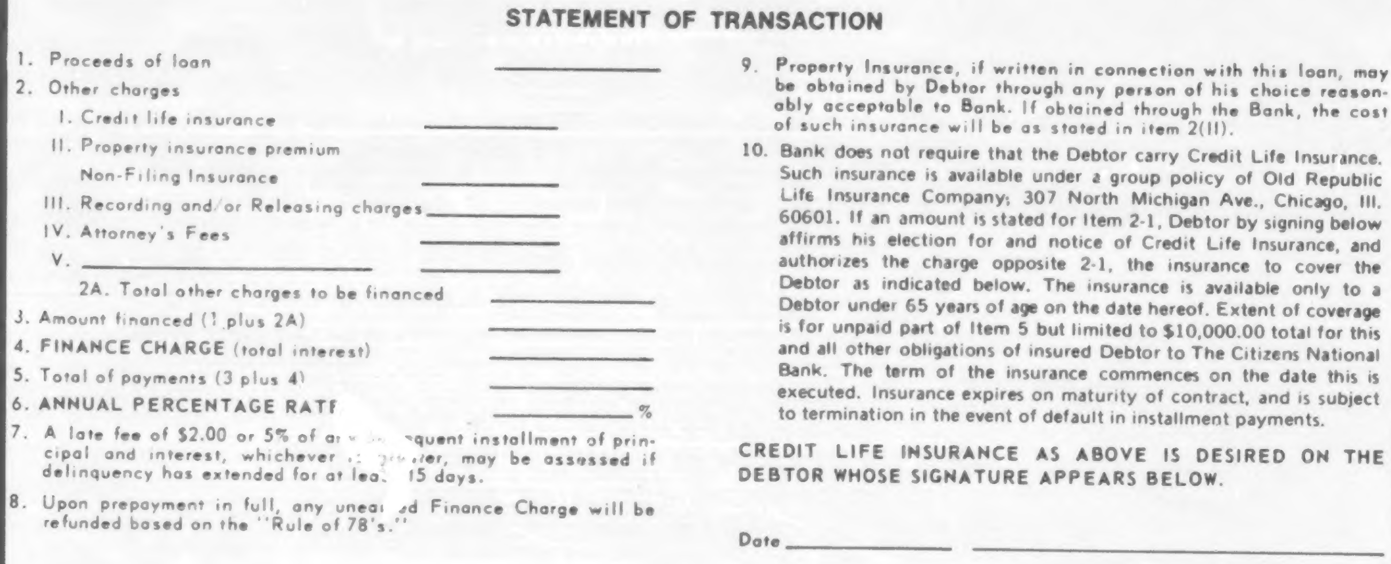
Sample Questions

Draw a line under the words which answer the following questions. Number your answers to correspond with the question numbers.

1. What do you, as the borrower, agree to pay?
2. Who is the lender of this promissory note?
3. What is the agreed rate of interest?
4. When is the first payment due?
5. When can a prepayment be made in full?

B. Given a copy of a note and security agreement, the student will read the section on the Statement of Transaction and fill in the missing words on the worksheet.

Directions: Read the "Statement of Transaction" of a note and security agreement and complete the worksheet.



## STATEMENT OF TRANSACTION

1. Proceeds of loan ______
2. Other charges
   - I. Credit life insurance ______
   - II. Property insurance premium Non-Filing Insurance ______
   - III. Recording and/or Releasing charges ______
   - IV. Attorney's Fees ______
   - V. ______ ______
   - 2A. Total other charges to be financed ______
3. Amount financed (1 plus 2A) ______
4. **FINANCE CHARGE** (total interest) ______
5. Total of payments (3 plus 4) ______
6. **ANNUAL PERCENTAGE RATE** ______ %
7. A late fee of $2.00 or 5% of any subsequent installment of principal and interest, whichever is greater, may be assessed if delinquency has extended for at least 15 days.
8. Upon prepayment in full, any unearned Finance Charge will be refunded based on the "Rule of 78's."
9. Property Insurance, if written in connection with this loan, may be obtained by Debtor through any person of his choice reasonably acceptable to Bank. If obtained through the Bank, the cost of such insurance will be as stated in item 2(II).
10. Bank does not require that the Debtor carry Credit Life Insurance. Such insurance is available under a group policy of Old Republic Life Insurance Company, 307 North Michigan Ave., Chicago, Ill. 60601. If an amount is stated for Item 2-1, Debtor by signing below affirms his election for and notice of Credit Life Insurance, and authorizes the charge opposite 2-1, the insurance to cover the Debtor as indicated below. The insurance is available only to a Debtor under 65 years of age on the date hereof. Extent of coverage is for unpaid part of Item 5 but limited to $10,000.00 total for this and all other obligations of insured Debtor to The Citizens National Bank. The term of the insurance commences on the date this is executed. Insurance expires on maturity of contract, and is subject to termination in the event of default in installment payments.

**CREDIT LIFE INSURANCE AS ABOVE IS DESIRED ON THE DEBTOR WHOSE SIGNATURE APPEARS BELOW.**

Date ______ ______

## Worksheet

### Fill in the Blanks

1. Charges other than the principal of the loan might include 1. _____ 2. _____ 3. _____ 4. _____ 5. _____.
2. The total of payments will include the _____ and the _____.
3. You will be assessed a late fee of _____ or _____ if your delinquency has extended for at least _____ days.
4. You may obtain property insurance through an _____ of your choice _________ _________ to Bank.
5. Bank _________ require that the debtor carry _______ Life Insurance.

## GOAL V: UNDERSTANDING FORMS

*Objective 5206: Students will read to translate financial agreements on sales and rent agreements.*

### Suggested Activity

Given a copy of a retail installment sales agreement from a local store, the student will read to answer the questions found in the task folder.

Directions: Read the retail sales agreement (next page) and answer the questions below by encircling yes or no.

Sample Questions

Circle Yes or No

Yes No 1. Do not sign this agreement in any spaces that are left blank.

Yes No 2. You cannot get a refund of the Finance Charge even if you pay in full ahead of time.

Yes No 3. The store can enter your premises to repossess the item if you default on your agreement.

Yes No 4. You may have your own copy of the agreement.

Yes No 5. You can take the seller's word about what the agreement says and not bother to read it before you sign it.

Yes No 6. You will have to pay a delinquency charge of 5% if you are more than 15 days late with your payment.

Yes No 7. If you default, you will have to pay the attorney's fee for foreclosure.

PT-3304
MARYLAND

# RETAIL INSTALLMENT SALES AGREEMENT SUBJECT TO STATE AND FEDERAL REGULATION AND SECURITY AGREEMENT

131032

Seller's Name: **WESTERN AUTO**

(The Seller's name WESTERN AUTO refers to Western Auto Supply Company, a corporation when this contract is used in a Western Auto Supply Company company owned store and refers to a Western Auto Associate Store when used by such operation.)

Seller's Address ______________________________
STREET
______________________________
CITY STATE ZIP

The undersigned Purchaser, whether one or more, purchases from Seller and grants to Seller a security interest in all merchandise described below and all merchandise previously purchased by Purchaser from Seller pursuant to a retail installment sales agreement which has not been paid in full at the date of the execution of this agreement until such time as each piece of merchandise is paid in full. Each payment on this agreement shall be allocated to the purchases made on this agreement and to all previous installment purchases not paid for in full as of this date on the basis that the items first purchased shall be deemed first paid for, and in the case of items purchased on the same date, the lowest priced shall be deemed first paid for. The amount of any down payment on the latest purchase shall be allocated in its entirety to such purchase. The Purchaser will not sell, remove, or encumber any of said merchandise; the Purchaser shall be responsible for all loss of or damage to said merchandise; and, if the Purchaser should default in any payment or payments, Seller may at its option cause all installments remaining unpaid to become immediately due and payable and Seller shall also have all of the rights and remedies of a Secured Party under the Uniform Commercial Code. Seller may add subsequent purchases by the Purchaser to this agreement and the Total of Payments of this agreement, less payments made, less unearned FINANCE CHARGE and less unearned Other Charges, if applicable, shall be increased by the total amount of such subsequent purchases including any applicable FINANCE CHARGES.

If, after default this agreement is referred to an attorney, not a salaried employee of Seller, for collection or foreclosure, Purchaser will pay a reasonable attorney's fee not in excess of that permitted by law. Upon default of payment of any installment for 10 days or more, Purchaser agrees to pay a delinquency charge of 5% of the amount in default, not to exceed $5.00.

| Quantity | STOCK NUMBER | DESCRIPTION | EACH | AMOUNT | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | Sales Tax | | |
| | | | Total | | |

Consumer Paper

DESCRIPTION OF TRADE-IN ______________________________

Date ______________ Account No. ______________

PURCHASER'S NAME ______________________________
PLEASE PRINT FIRST - INITIAL - LAST

PURCHASER'S ADDRESS ______________________________

CITY ______________ STATE ______________ ZIP ______________

1. Merchandise Cash Price $______
2. Other Charges
   - 2A. Extended Warranty, Delivery, Installation, Set-Up, Etc. $______
   - 2B. Sales Tax $______
   - 2C. ______ $______
   - 2D. Total Other Charges (2A+2B+2C) $______
3. Total Cash Price (1+2D) $______
4. Down Payment
   - 4A. Cash Down Payment $______
   - 4B. Trade-In ______ $______
   - DESCRIPTION
   - 4C. Total Down Payment (4A+4B) $______
5. Unpaid Balance of Cash Price (3—4C) $______
6. Balance Due on Contract # ______ $______
   - 6A. Less: Unearned FINANCE CHARGE $______
   - 6B. Less: Unearned Insurance Charge $______
   - 6C. Less. ______ $______
   - 6D. Total: (6A+6B+6C) $______
7. Net Balance on Prior Contract (6—6D) $______
8. Consolidated Balance (5+7) $______
9. Insurance Cost to Purchaser: $______
   - Amount of Insurance ______
   - Expiration Date ______
   - Type of Coverage ______
   - Insurance Payable To: ______ $______
10. Filing Fee $______
11. Amount Financed. (Unpaid Balance) (8+9+10) $______
12. **FINANCE CHARGE** $______
13. **ANNUAL PERCENTAGE RATE** ___.___%
14. Total of Payments (11+12) $______
15. Deferred Payment Price (3+7+9+10+12) $______

Purchaser hereby agrees to pay to Seller at its offices shown above the "TOTAL OF PAYMENTS" shown above in ____ monthly installments of $______ until paid in full. The final payment may be more or less than the payment shown.

The first installment payment is due on ______ 19___, and all subsequent installment payments are due on the same day of each consecutive month thereafter until paid in full. The finance charge applies from the date of this agreement or ______ ______, 19___, whichever date is later.
MONTH DAY

## INSURANCE AGREEMENT

The purchase of insurance coverage is voluntary and not required for credit. ______________________________ insurance coverage is available and will be procured by Seller at a cost of $______________ for the term of credit.
I desire the above insurance coverage

Signed ______________________________ Date ______________

## NOTICE TO PURCHASER

1. Do not sign this agreement if any spaces for agreed terms are left blank.
2. You are entitled to a copy of this agreement at the time you sign it. Keep it to protect your legal rights.
3. You may at any time pay the unpaid balance under this agreement, and, if so, you may receive a partial refund of the Finance Charge based on the Rule of 78's and a partial refund of unearned insurance charges. The amount of refund will be furnished upon request.
4. You may under certain circumstances redeem the property if repossessed because of your default, and you may, under certain conditions require a resale of the property if repossessed.
5. The Seller has no right to unlawfully enter your premises or commit any breach of the peace to repossess goods purchased under this agreement.
6. The Finance Charge will be cancelled if the total of payments is paid in full before the first due date.
7. "CAUTION — IT IS IMPORTANT THAT YOU THOROUGHLY READ THE CONTRACT BEFORE YOU SIGN IT."

THE PURCHASER HEREBY ACKNOWLEDGES RECEIPT OF A COPY OF THIS CONTRACT SIGNED BY THE SELLER.

______________________________ (SEAL)
PURCHASER

V-5

______________________________
PURCHASER

______________________________ (SEAL)

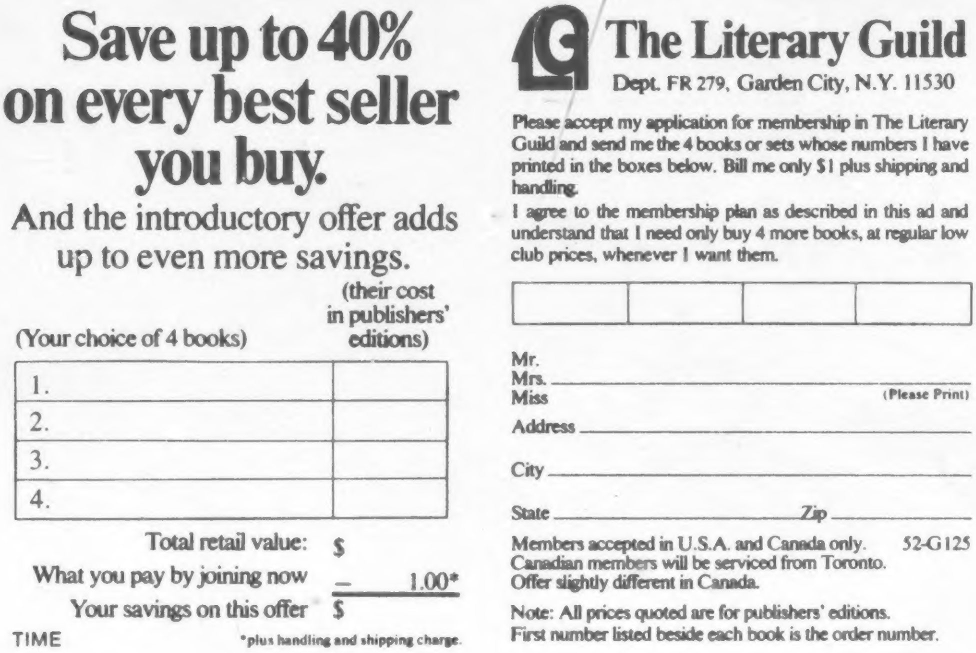
GOAL V: UNDERSTANDING FORMS

*Objective 5207: Students will read to translate financial agreements on subscriptions.*

Suggested Activities

A. Given a subscription blank for the Literary Guild, the student will show he understands the financial agreements on the subscription by answering the questions on the worksheet.

Directions: Read the subscription blank and answer the questions below.



**Save up to 40% on every best seller you buy.**

And the introductory offer adds up to even more savings.

| (Your choice of 4 books) | (their cost in publishers' editions) |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Total retail value: $

What you pay by joining now – 1.00*

Your savings on this offer $

TIME

*plus handling and shipping charge.

**The Literary Guild**

Dept. FR 279, Garden City, N.Y. 11530

Please accept my application for membership in The Literary Guild and send me the 4 books or sets whose numbers I have printed in the boxes below. Bill me only $1 plus shipping and handling.

I agree to the membership plan as described in this ad and understand that I need only buy 4 more books, at regular low club prices, whenever I want them.

| | | | |
|---|---|---|---|
| | | | |

Mr.
Mrs. ____________________
Miss (Please Print)

Address ____________________

City ____________________

State ____________ Zip ________

Members accepted in U.S.A. and Canada only. 52-G125
Canadian members will be serviced from Toronto.
Offer slightly different in Canada.

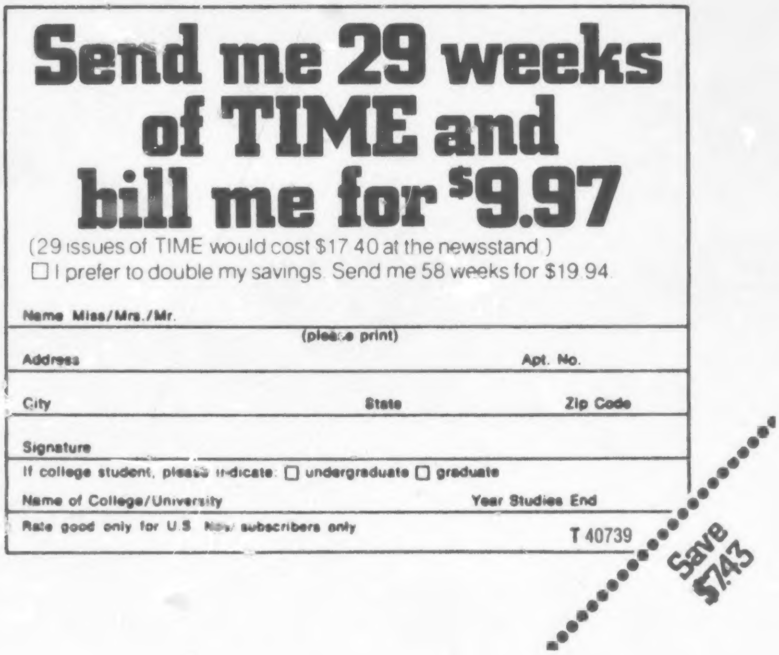
Note: All prices quoted are for publishers' editions.
First number listed beside each book is the order number.

Questions

1. When can you cancel your membership?
2. Who pays the shipping charge?
3. How many books must you buy?
4. Are you guaranteed a lower price on the books?
5. What is the cost for your first four volumes?

B. After reading a copy of a subscription blank from a magazine, the student will show his understanding of the financial agreement by answering the questions on a chart.

Directions: Read the magazine subscription and answer the following questions. Be prepared to explain your answer.



**Send me 29 weeks of TIME and bill me for $9.97**

(29 issues of TIME would cost $17 40 at the newsstand.)

☐ I prefer to double my savings. Send me 58 weeks for $19 94.

Name Miss/Mrs./Mr.

(please print)

Address Apt. No.

City State Zip Code

Signature

If college student, please indicate: ☐ undergraduate ☐ graduate

Name of College/University Year Studies End

Rate good only for U.S. New subscribers only

T 40739

Save $7.43

## Questions

1. For $9.97 how long will you receive this magazine?
2. If you live in an apartment, what specific information must you include when filling out your address?
3. If you already subscribe to this magazine, can you renew your subscription with this application? Explain.
4. If you order this magazine for 58 weeks, what will your total be?
5. What additional information is requested from a college student?

## GOAL V: UNDERSTANDING FORMS

*Objective 5208: Students will read to translate financial agreements on long term financial agreements.*

Suggested Activities

A. Given a Sears Revolving Charge Account and Security Agreement, the student will read the agreement and answer questions about the contents.

Directions: Read the Sears Agreement (next page) and answer the questions below.

Questions

1. How many options are available for each monthly billing period?
2. How are finance charges determined?
3. What is the minimum payment for a balance of $434.75?
4. What does this agreement authorize Sears to investigate and report?
5. What information is given about retaining title to the merchandise purchased?
6. Under what circumstances are no financial charges assessed?
7. Under which state law are the credit terms determined?
8. What specific notices are directed to the buyer?

# Sears Revolving Charge Account and Security
# Agreement

Sears, Roebuck and Co.

I agree to the following regarding all purchases made on my Sears Revolving Charge Account and Security Agreement.

1. I have the following options each monthly billing period.

   (A) I will pay the entire New Balance within **30** days of the Billing Date shown on the monthly billing statement; or

   (B) I will pay the deferred payment price for each purchase consisting of the cash price and a Finance Charge.

   (1) The Finance Charge will be computed upon the **AVERAGE DAILY BALANCE** of my account in each monthly billing period.

   (a) The **AVERAGE DAILY BALANCE** is determined by dividing the sum of the balances outstanding for each day of the monthly billing period by the number of days in the monthly billing period.

   (b) The balance outstanding for each day of the monthly billing period is determined by subtracting payments and credits from the previous day's balance excluding any purchases added to the account during the monthly billing period and excluding any unpaid Finance Charge.

   (2) **FINANCE CHARGE** will be determined by applying a periodic rate of 1.5% per month **(ANNUAL PERCENTAGE RATE of 18%)** to the **AVERAGE DAILY BALANCE.**

   (3) When the **AVERAGE DAILY BALANCE** for a monthly billing period is $33.00 or less, the **FINANCE CHARGE** for the billing period, at Sears option, will be **50c** instead of the amount computed above.

   (4) No **FINANCE CHARGE** will be assessed:

   (a) In a monthly billing period during which there was no previous balance;

   (b) In a monthly billing period during which payments and/or credits equal or exceed the previous balance;

   (c) On unpaid Finance Charge; or

   (d) On purchases during the monthly billing period in which they are added to the account.

   (5) I will pay the deferred payment price for all purchases in monthly payments within **30** days from each monthly Billing Date according to the following schedule:

| If the New Balance is: | The Minimum Payment will be: |
|---|---|
| $ .01 to $10.00 | Balance |
| 10.01 to 200.00 | $10.00 |
| 200.01 to 250.00 | 15.00 |
| 250.01 to 300.00 | 20.00 |
| 300.01 to 350.00 | 25.00 |
| $350.01 to $400.00 | $30.00 |
| 400.01 to 450.00 | 35.00 |
| 450.01 to 500.00 | 40.00 |
| Over $500.00 | 1/10 of New Bal. |

I have the option of paying more than the minimum payment each month.

   (6) If I fail to pay any minimum payment when due, Sears may declare my entire balance due and payable.

   (7) Sears shall retain title to merchandise purchased under this agreement until paid in full. Each payment shall be applied to merchandise and services as follows: first to unpaid Finance Charge; then, as to items purchased on different dates, the first purchased shall be deemed first paid, as to items purchased on the same date, the lowest priced shall be deemed first paid.

   (8) I have the right to pay my entire balance in full at any time without incurring a subsequent Finance Charge.

2. I agree that the Finance Charge and other credit terms will be determined by the law of my State of Residence. If I change my State of Residence I will inform Sears, and Sears will provide me with a new agreement containing the Finance Charge and other credit terms applicable to my new State of Residence.

3. Sears is authorized to investigate my credit record and report to proper persons and bureaus my performance of this agreement.

4. Sears waives the right to retain or to acquire any lien arising solely by operation of law in real property used or expected to be used as my principal residence. This provision is not applicable to judgement liens.

**NOTICE TO BUYER: (1) Do not sign this contract before you read it or if it contains blanks. (2) You are entitled to a copy of this contract. Keep it to protect your legal rights. (See NOTICE below.) (3) You have the right to pay in advance the full amount due.**

______________________________
(CUSTOMER'S SIGNATURE)

ACCEPTED, SEARS, ROEBUCK AND CO.

By______________________________
(Date)

**NOTICE:** To open a new Sears Revolving Charge Account, residents of **Maine, New Hampshire and Rhode Island** should read and sign the above agreement and return it to us together with the completed credit application on the preceding page. When your application is accepted, we will send you a copy of the agreement for you to keep.

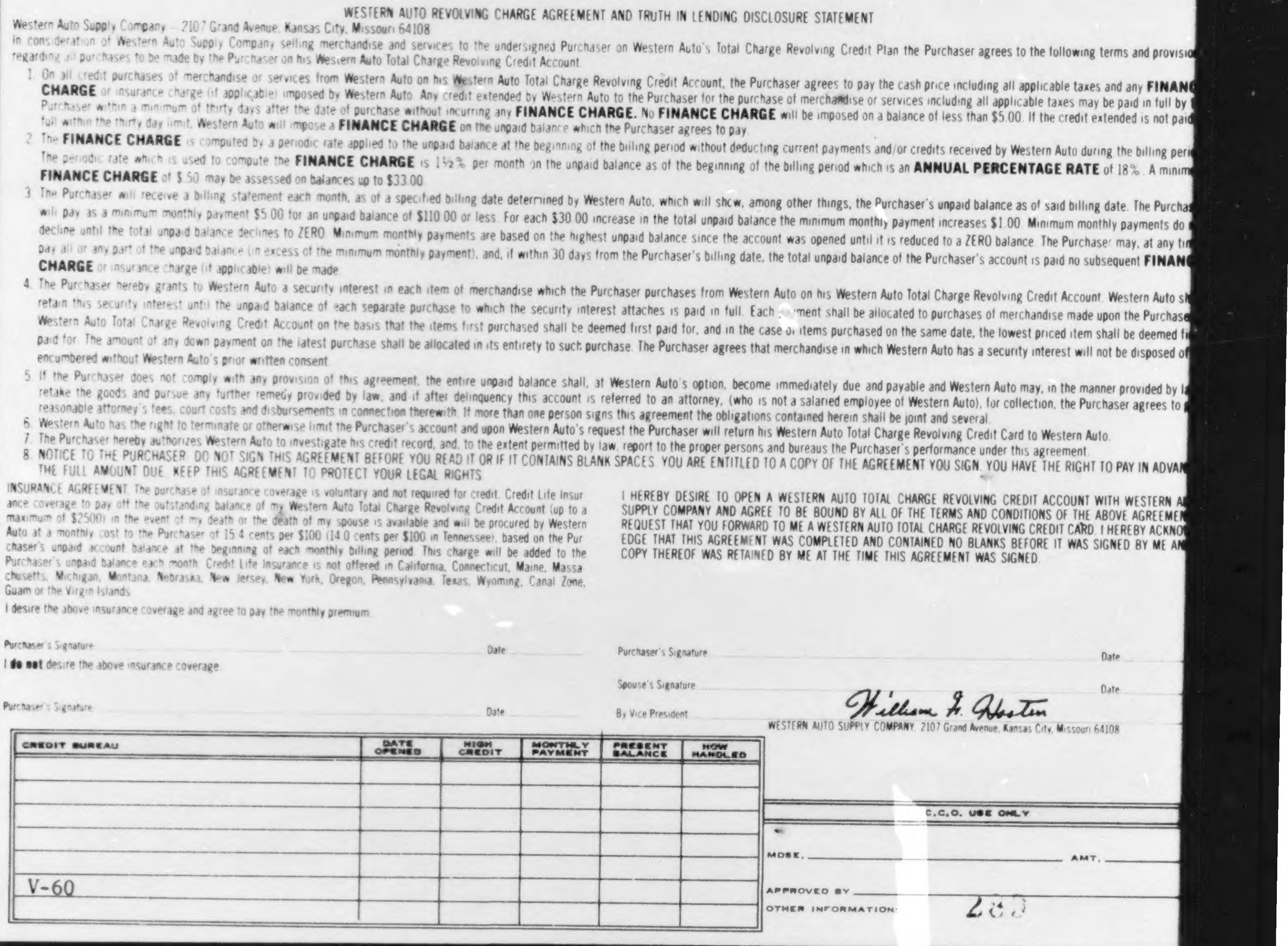
Residents of other states should complete and return the credit application on the preceding page. When your application is accepted, we will send you a copy of the agreement to sign and return to us, together with a copy for you to keep

B. Using a charge account agreement from a local department store, the student will locate the following words on the agreement, circle them, read them in context, and write a definition for each words on his own paper.

Directions:
1. Read a charge account agreement.
2. Locate the words listed below on the agreement.
3. Circle these words.
4. Read them in context.
5. Write a definition of each word on your paper.

Sample Words

| | | |
|---|---|---|
| periodic | provision | allocate |
| delinquency | credit | encumber |
| option | compute | dispose |
| incurring | security | comply |



WESTERN AUTO REVOLVING CHARGE AGREEMENT AND TRUTH IN LENDING DISCLOSURE STATEMENT

Western Auto Supply Company — 2107 Grand Avenue, Kansas City, Missouri 64108

In consideration of Western Auto Supply Company selling merchandise and services to the undersigned Purchaser on Western Auto's Total Charge Revolving Credit Plan the Purchaser agrees to the following terms and provisio regarding all purchases to be made by the Purchaser on his Western Auto Total Charge Revolving Credit Account.

1. On all credit purchases of merchandise or services from Western Auto on his Western Auto Total Charge Revolving Credit Account, the Purchaser agrees to pay the cash price including all applicable taxes and any **FINANC CHARGE** or insurance charge (if applicable) imposed by Western Auto. Any credit extended by Western Auto to the Purchaser for the purchase of merchandise or services including all applicable taxes may be paid in full by Purchaser within a minimum of thirty days after the date of purchase without incurring any **FINANCE CHARGE.** No **FINANCE CHARGE** will be imposed on a balance of less than $5.00. If the credit extended is not paid full within the thirty day limit, Western Auto will impose a **FINANCE CHARGE** on the unpaid balance which the Purchaser agrees to pay.
2. The **FINANCE CHARGE** is computed by a periodic rate applied to the unpaid balance at the beginning of the billing period without deducting current payments and/or credits received by Western Auto during the billing peri The periodic rate which is used to compute the **FINANCE CHARGE** is 1½% per month on the unpaid balance as of the beginning of the billing period which is an **ANNUAL PERCENTAGE RATE** of 18%. A minim **FINANCE CHARGE** of $.50 may be assessed on balances up to $33.00.
3. The Purchaser will receive a billing statement each month, as of a specified billing date determined by Western Auto, which will show, among other things, the Purchaser's unpaid balance as of said billing date. The Purcha will pay as a minimum monthly payment $5.00 for an unpaid balance of $110.00 or less. For each $30.00 increase in the total unpaid balance the minimum monthly payment increases $1.00. Minimum monthly payments do decline until the total unpaid balance declines to ZERO. Minimum monthly payments are based on the highest unpaid balance since the account was opened until it is reduced to a ZERO balance. The Purchaser may, at any ti pay all or any part of the unpaid balance (in excess of the minimum monthly payment), and, if within 30 days from the Purchaser's billing date, the total unpaid balance of the Purchaser's account is paid no subsequent **FINANC CHARGE** or insurance charge (if applicable) will be made.
4. The Purchaser hereby grants to Western Auto a security interest in each item of merchandise which the Purchaser purchases from Western Auto on his Western Auto Total Charge Revolving Credit Account. Western Auto s retain this security interest until the unpaid balance of each separate purchase to which the security interest attaches is paid in full. Each payment shall be allocated to purchases of merchandise made upon the Purchase Western Auto Total Charge Revolving Credit Account on the basis that the items first purchased shall be deemed first paid for, and in the case of items purchased on the same date, the lowest priced item shall be deemed fi paid for. The amount of any down payment on the latest purchase shall be allocated in its entirety to such purchase. The Purchaser agrees that merchandise in which Western Auto has a security interest will not be disposed of encumbered without Western Auto's prior written consent.
5. If the Purchaser does not comply with any provision of this agreement, the entire unpaid balance shall, at Western Auto's option, become immediately due and payable and Western Auto may, in the manner provided by l retake the goods and pursue any further remedy provided by law, and if after delinquency this account is referred to an attorney, (who is not a salaried employee of Western Auto), for collection, the Purchaser agrees to reasonable attorney's fees, court costs and disbursements in connection therewith. If more than one person signs this agreement the obligations contained herein shall be joint and several.
6. Western Auto has the right to terminate or otherwise limit the Purchaser's account and upon Western Auto's request the Purchaser will return his Western Auto Total Charge Revolving Credit Card to Western Auto.
7. The Purchaser hereby authorizes Western Auto to investigate his credit record, and, to the extent permitted by law, report to the proper persons and bureaus the Purchaser's performance under this agreement.
8. NOTICE TO THE PURCHASER: DO NOT SIGN THIS AGREEMENT BEFORE YOU READ IT OR IF IT CONTAINS BLANK SPACES. YOU ARE ENTITLED TO A COPY OF THE AGREEMENT YOU SIGN. YOU HAVE THE RIGHT TO PAY IN ADVAN THE FULL AMOUNT DUE. KEEP THIS AGREEMENT TO PROTECT YOUR LEGAL RIGHTS.

INSURANCE AGREEMENT. The purchase of insurance coverage is voluntary and not required for credit. Credit Life Insurance coverage to pay off the outstanding balance of my Western Auto Total Charge Revolving Credit Account (up to a maximum of $2500) in the event of my death or the death of my spouse is available and will be procured by Western Auto at a monthly cost to the Purchaser of 15.4 cents per $100 (14.0 cents per $100 in Tennessee), based on the Purchaser's unpaid account balance at the beginning of each monthly billing period. This charge will be added to the Purchaser's unpaid balance each month. Credit Life Insurance is not offered in California, Connecticut, Maine, Massachusetts, Michigan, Montana, Nebraska, New Jersey, New York, Oregon, Pennsylvania, Texas, Wyoming, Canal Zone, Guam or the Virgin Islands.

I desire the above insurance coverage and agree to pay the monthly premium.

Purchaser's Signature ______________ Date ______

I **do not** desire the above insurance coverage.

Purchaser's Signature ______________ Date ______

I HEREBY DESIRE TO OPEN A WESTERN AUTO TOTAL CHARGE REVOLVING CREDIT ACCOUNT WITH WESTERN A SUPPLY COMPANY AND AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE ABOVE AGREEME REQUEST THAT YOU FORWARD TO ME A WESTERN AUTO TOTAL CHARGE REVOLVING CREDIT CARD. I HEREBY ACKNO EDGE THAT THIS AGREEMENT WAS COMPLETED AND CONTAINED NO BLANKS BEFORE IT WAS SIGNED BY ME AN COPY THEREOF WAS RETAINED BY ME AT THE TIME THIS AGREEMENT WAS SIGNED.

Purchaser's Signature ______________ Date ______

Spouse's Signature ______________ Date ______

By Vice President ______________

WESTERN AUTO SUPPLY COMPANY, 2107 Grand Avenue, Kansas City, Missouri 64108

| CREDIT BUREAU | DATE OPENED | HIGH CREDIT | MONTHLY PAYMENT | PRESENT BALANCE | HOW HANDLED |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| V-60 | | | | | |
| | | | | | |

C.C.O. USE ONLY

MDSE. ______________ AMT. ______

APPROVED BY ______________

OTHER INFORMATION: ______________

GOAL V: UNDERSTANDING FORMS

*Objective 5209: Students will read to translate financial agreements on hotel reservations.*

Suggested Activities

A. Given a copy of a hotel reservation confirmation, the student will answer the questions about the reservation.

Directions: Read the hotel reservation confirmation below, and answer the questions.

The Cozy Rest Inn
1511 Sleepy Hollow Lane
Pleasant Valley, Maryland
301-963-8765

Received confirmation for ____________ for 8-10-74. At this time notify the management of your plans. Arrangement will be made to hold the room.

Questions

1. Circle the time the reservation will no longer be held.
2. Underline what you would do if your arrival time is 6:30.
3. In what state is the hotel located?
4. What words indicate you will have a restful vacation.

B. Given a confirmation from a hotel, the student will read to translate the financial agreements on it and complete and fill in the blank worksheet.

Directions: Read the confirmation from the motor hotel (next page). Fill in the blanks to complete the sentences below.

1. You will stay at the motor hotel _______ days.
2. Your total bill for three days came to _______.
3. You will owe the hotel ____________________.
4. The hotel cost approximately ___ per person a day.
5. If you discover a mistake in your bill when you get home, you should call ________.
6. If your plans are changed and you cannot keep your reservation you should notify the hotel ________ in advance so that your deposit will be refunded.

The Diplomat MOTOR HOTEL
BOARDWALK AT 26TH STREET
OCEAN CITY, MARYLAND
TEL 301-289-7148

Dear Mr Brown:

Thank you for your thoughtfulness in requesting an advance reservation for accommodations at the Diplomat Motor Hotel.

We are delighted to confirm your request as designated below. Your deposit guarantees your room for the arrival day listed below. Upon registration, the balance for your stay will be due. In the event your plans are changed please notify us 72 hours in advance, so that your deposit may be refunded.

We are looking forward to having you with us and know that your stay will be pleasant.

Sincerely yours,

Margaret

CHECK-IN TIME 2:00 P.M. CHECK-OUT TIME 11:00 A.M.

ARRIVAL DATE: 7/22

DEPARTURE DATE: 7/25

ACCOMMODATIONS: 1 efficiency

NO. OF GUESTS: 5

RATE PER DAY: 43$^{50}$

DEPOSIT RECEIVED: 43$^{50}$

---

We do not confirm reservations for single boys or single girls or groups of either.

**[[OPEN YEAR 'ROUND]]**

# APPENDICES

(To be used as a resource for teachers only)

I. Appendix A: Sample Lesson Plans
    1. Primary - Level K-3 (A)
    2. Primary - Level K-3 (B)
    3. Intermediate - Level 4-6 (A)
    4. Intermediate - Level 4-6 (B)
    5. Middle School - Level 7-9 (A)
    6. Middle School - Level 7-9 (B)
    7. High School - Level 10-12 (A)
    8. High School - Level 10-12 (B)

II. Appendix B: Idea Hodge-Podge
    1. Games to Reinforce Vocabulary
    2. Games to Adopt for any Level

III. Appendix C: Classified Vocabulary and Terms for Pilot Schools
    1. General
    2. Building Signs
    3. Road Signs
    4. Textbooks, Tests, and Assignments
    5. Games and Kits
    6. First Aid
    7. Telephone
    8. Cooking
    9. Basic Utility and Household Appliances
    10. Maps

11. Mass Transportation
12. Medicines
13. Food Labels
14. Metric Symbols

IV. Appendix D: Corlett Wilson's 225 Essential Vocabulary

## APPENDIX A:

## SAMPLE LESSON PLANS

## Primary - Level K-3 (A)

*Objective 1101: Students will read to interpret basic directional type vocabulary from road signs.*

Teacher Directed Procedures - On overhead, present several colored road signs. Have students or teacher read and discuss where they would be found and why.

Follow-up:

Activity

1. Students color ditto shapes, cut them out and paste on paper.

Activity

2. Have pupils take tour of school and nearby area to find actual signs in or near the school.

Activity

3. Student will match word color card to the sign shape.

Activity

4. Each student will make his own set of word cards for review.

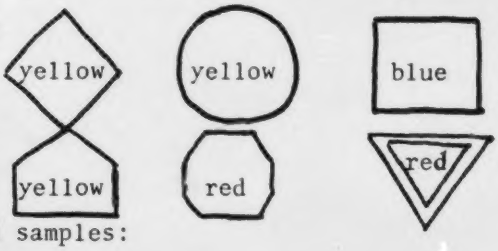
Materials:

1. Set of road sign shapes in correct colors without specific symbols.

2. Set of word cards or colored paper. Color word on one side, color meaning on reverse.

3. Ditto of shapes to be colored.

Examples:



Word card samples:

| front | back | front | back |
|---|---|---|---|
| yellow | caution | black and white | gives directions |
| red | do not | green | can do |
| blue | help for you | | |

Evaluations:

1. Students will demonstrate relationship of color to shape by telling the teacher the color of each shape.
2. Students will label the signs on a ditto worksheet.
3. Students will use a matching board and match colored shapes to the meanings printed on the board.

Primary - Level K-3 (B)

*Objective 5101: Students will read to report personal information on forms for school.*

Materials:

Worksheets, paper, pencil, overhead projector, transparency

Teacher Directed Procedures:

1. Using an overhead and transparency of a form, including name, address, and phone number, the teacher will fill in each item as it is discussed by the class.
2. Students discuss the importance of being able to relate this information.
3. Students discuss situations that tell when and where they might need to know such information.
4. As a homework assignment the student will learn his correct address and phone number.

Follow-up:

1. Students will take turns filling out parts of a form using the overhead projector and a transparency using information from homework assignment.
2. Students may role-play situations where they would need to tell this information.

Evaluations:

Students will fill in their own form with personal information to show their understanding of this concept.

Sample Form

Name: ______________________________
Last First Middle

Address: ______________________________
Street

______________________________
City State Zip

Telephone No.: ______________________________

Intermediate - Level 4-6 (A)

*Objective 1302: Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.*

Materials:

1. Prescription labels duplicated on black board
2. Several prescription bottles with labels (one for each student is ideal).

Teacher Directed Procedures:

1. Have the students examine the prescription label that has been written on the board and discuss what information is given. This should include name of person, dosage, date, etc.
2. Discuss meaning of dosage.
3. Student will read aloud dosage on his bottle and discuss its meaning.

Follow-up:

Role-play situation where it is necessary to read a label before administering any medication.

Evaluations:

1. Students will list what important information is found on a prescription label and why it is there.
2. Students, when given a dosage direction, will tell how much of the medicine should be given at a time, and how many times a day it should be given.

*Objective 2109:* *Students will read to locate references within a catalog for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.*

Behavioral Objectives:

1. Students will read from a catalog to locate items from given descriptions.
2. Students will identify basic components of a catalog advertisement: illustration, description. and cost of item.

Activities:

1. Teacher-Directed
    a. Present students with copies of a catalog.
    b. Let children explore the catalog freely for five minutes.
    c. Direct students to an advertisement in the catalog and help them identify the illustration, the description, and the cost.
    d. Guide children to discover the similarities between the item advertisements.
    e. Present students with a hypothetical situation: You can choose a present for yourself that costs less than $10.00.
    f. Have the students find the item.
    g. Identify category of item.
    h. Read as much information from the description as possible.
    i. Identify cost.
2. Independent Activities
    a. Direct students to make a catalog of their own, choosing different gift items for different members of their family. Students will include the picture of the item, its cost, and their own description of it.

b. Given list of items and page number, direct students to find the item and locate cost.

c. Multiple choice activity asking student which item could be found on a particular page.

*Objective 4303: Students will read to elicit necessary information for societal purposes from newspaper materials.*

Behavioral Objectives:

1. Students will identify different types of articles in a children's newspaper (e.g., news, cartoon, puzzle, recipe)
2. Students will read to identify article supplying information concerning a specific topic
3. Students will identify vocabulary words relevant to newspaper construction (e.g., title, caption, article, date, headline)

Activities:

1. Teacher-Directed
   a. Students will explore newspaper followed by discussion of types of articles and vocabulary.
   b. Examine an article with students and identify the main points of information.
   c. Write language experience story in the form of a news article about the class noting sequential and important information. Students will supply appropriate illustration, title and caption.
2. Student-Directed
   a. Students match captions with pictures.
   b. Students match titles with articles.
   c. Students, working in groups, contribute different types of articles to produce a mini-newspaper.
   d. Students make questions from a newspaper article to ask a friend or teacher.

Assessment:

After exploring a children's newspaper, the students will respond to questions. (e.g., Are all the articles about things that really happened? What is written at the beginning of each article?)

## Middle School - Level 7-9 (B)

*Objective 4401: Students will read to elicit necessary information for the home from newspaper ads.*

Activity:

Students will contrast and compare food prices in different supermarkets and/or different areas of the country.

Materials:

Try to collect supermarket ad pages from many different papers and from different areas of the country. The ads should reflect approximately the same time period (April, etc.)

Teacher-Directed Procedure:

Using two ads the teacher will have the class discuss the ads to compare and contrast food prices. Individual students will fill in a chart on poster paper or on the blackboard.

Follow-up:

Consists of four parts - students can work in pairs to make the activities become a race or game.

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### GROCERY SHOPPING

Part I - Select 5 "cardboard foods." Try to find the following information about the products. Use the newspaper advertisements.

| Item | Size | Price | Store |
|---|---|---|---|
| A | | | |

Part II - Comparison - Find two different prices for the items listed below. List a store for each price. Note the size and/or quantity desired. (Brand names may be different.)

| Item | Price #1 - Store | Price #2 - Store |
|---|---|---|
| A 1 lb. bologna<br>B 1 lb. margarine | | |

Part III - Coupons - Find 5 items advertised with coupons. Complete the other information.

| Item | How much off? | Store | Date(s) |
|---|---|---|---|
| | | | |

Part IV - You are inviting four friends for lunch. You have $10.00 to spend to feed five people. Plan a meal using advertisement information. (List foods and prices on the back of this sheet. Remember that you must buy everything for the "party.")

Evaluation:

Discussion of activity, listing price information on the board, and checking each other for accuracy: Part IV will serve as an evaluative device.

Reinforcement:

Folding centers

High School - Level 10-12 (A)

*Objective 1302: Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.*

Behavioral Objective:

Student will complete a worksheet listing information that is found on labels of various home cleaning products.

Materials:

Display of actual boxes; cans or bottles of cleaning products such as detergents, bleach, ammonia, scouring cleanser, and soaps.

Teacher-Directed Procedures:

1. Teacher introduces the exercise by displaying boxes, cans, and bottles of cleaning produces - detergents, scouring cleansers, dishwashing liquids, ammonia, bleach, etc.
2. Teacher points out: brand names (Spic and Span), type of product (cleaner), manufacturer's address, weight, size (family size), ingredients, directions for use, cautions.
3. Teacher will lead class discussion of information found on the labels and how this information should be interpreted.

Follow-up:

Student Activities

1. Student completes the worksheet by listing the information as they find it. (Rulers may be provided so students can divide the papers in section.)
2. After completion of the worksheet(s), students discuss each product and tell whether or not they feel the label was good or poor. A good label would tell most of the information listed on the worksheet.

Sample Worksheet

Name ____________ Section ____________ Date ________

| Brand Name | Type of Product | Manufacturer's Name, Address | Weight | Size | List of Ingredients | Amount to Use | How to Use It | Cautions |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

High School - Level 10-12 (B)

*Objective 2302:* *Students will read to locate references within a multi-resource center for use in school, at a job, or at home by utilizing reference books and materials.*

Sub-Goal:

Diagnosis of needs and maintenance of library skills.

Teacher-Directed Procedures:

The teacher or media specialist will direct the class's attention to the various areas and materials in the media center and discuss briefly each part.

Follow-up:

Students will complete the assignment on the worksheet.

READ AND FOLLOW THE DIRECTIONS: In the following situations, decide whether it would be best and/or fastest to look for a book in the card catalog a reference book (Atlas, Almanac, Dictionary, Encyclopedia, etc.), or in the readers' guide to periodical literature. Write down your choice in column #1. Then go to the media center and try to find the information to answer the question or to check a given fact. Write the answer or tell whether a fact is true or false. If a fact is false, write down the correct information in column #2. Column #3 is for you to indicate any trouble you had or any additional materials that you used.

| | Column #1 | Column #2 | Column #3 |
|---|---|---|---|
| 1. A friend of the family returned from a trip around the world. He mentioned visiting a place named Mandalay. You want to know where it is but he leaves before you can ask him. | | | |
| 2. Mark has become interested in magic and wants to learn how to do some tricks with cards or coins. Where would he find such information? | | | |
| 3. You have just read a biography of Mozart. You have to give an oral report about this book in class, but you don't know how to pronounce his name. | | | |
| 4. Maria plans to play the part of a pioneer woman in the Junior Class play. She wants to make a costume for herself, but she doesn't know what it should look like. | | | |
| 5. You think that the zip code of Cincinnati, Ohio is 45303, but you aren't sure. Check. | | | |
| 6. You and your father had an argument about baseball. He says that Ty Cobb began playing baseball for the Brooklyn Dodgers in 1905. You disagree. | | | |

| | Column #1 | Column #2 | Column #3 |
|---|---|---|---|
| 7. The science teacher asks you to find out where the pawpaw tree grows. | | | |
| 8. You are playing a trivia game and someone asks you to name the world's longest river. | | | |
| 9. Your friend suggests that you read an article about snowmobiling in the 1972 issue of Outdoor Life. She can't remember whether it was the November or December issue. | | | |
| 10. Your teacher recommends the novel, I Am Rosemarie. You want to find out the setting or some background about the book. | | | |
| 11. You enjoy short stories. Your cousin suggests that you read some of Robert Louis Stevenson's works. You want to find out which stories are available in the school media center. | | | |
| 12. Your history assignment asks you to list three articles written about the possible impeachment of President Nixon. Your teacher suggests that you find articles written between January 1974 and the present. | | | |

# APPENDIX B:

# IDEA HODGE-PODGE

## Idea Hodge-Podge

A. Games to Reinforce Vocabulary

1. Mobile of high-frequency.
2. "Pop-It" - Student chooses a balloon and pops it. He reads the words inside and matches them to a displayed picture, sign, shape, or definition. Then he reads the word orally.
3. Twister - Use floor sheet from Twister game and place the words on a sheet. Use Twister game spinner and follow the rules for Twister. The student must read the word he lands on.
4. Goodie Jar - (Candy Jar - Cookie Jar) Words are on a cookie or candy shape. The student draws a card, reads the word and then uses it in a sentence or matches it to shape or fit into a sentence, etc.
5. Game Boards - many variations can be made. Use any commercial board to get ideas. Place vocabulary in spaces on board.
6. Fish - Vocabulary words on fish shapes with paper clip noses. Student uses a stick with a magnet on a string to catch a fish. Read word, and then match the word to a definition, etc.
7. Bingo-Wordo - Make bingo card with the vocabulary words in the spaces. The teacher or leader reads a definition, while the students cover the words. Five in a row wins the game.
8. Concentration - Prepare two sets of vocabulary cards and then place then face down. The student will turn over 2 cards; if they match he reads then and keeps the cards. If they don't match, the student turns them over again and the next player takes a turn. The winner has the most word cards at the end of the game.
9. "Within-these-Walls" - Diagram of a building with sign cards. From a pile the student draws a card, reads it, and then places it on the proper place on the diagram. (Variation-use pictures of different kinds of buildings and place signs on pictures.)

10. "Hang-Ups" - Words are written on cards in the shape of clothes and placed in a small basket. Student reads words and places them on a clothesline in alphabetical order.
11. Cross-Word Puzzles
12. Grab Bag - Place word cards in small bags. Students choose bag and read word to match, define, etc.
13. Relay Race - Leader or teacher says the words and the first student in each team races to find the sign, signifying the word, touches it, and then returns to the starting line.
14. "Sign-Man" - (Every pupil response idea) Students are given a set of duplicate signs. The teacher or leader says the words, and then the students hold up word cards.
15. "Be-It" - Student draws a sign, a vocabulary word or a phrase card. They pantomine it for others to guess. The child that guesses correctly gets the point.
16. "Match-Ups" - Cut vocabulary word and definitions apart as a puzzle. Student must match pieces, and then read the complete strip.

17. "Word Slap" - The student takes a card from the pile, reads it, and then places it face-up in the discard pile. If the word belongs to the category specified, he slaps the discard pile and gets to take the entire discard pile. If the word does not belong to the category specified, the next player takes a turn. The winner is the student with the most cards.

18. "Reading Throw" - Place word cards and phrase cards, and then strip with a direction to follow in a box partitioned into small sections. The student throws a ball into the box. He then reads the card in the partition where the ball lands.

B. Games to Adapt for Any Level

1. "Make-a-Cake"
   a. Place empty cake boxes in a large container.
   b. The students draw out a box and read the recipe on the back of the box silently.
   c. Quantities and ingredients are printed on duplicate cards. These are clipped to a large cake-shaped poster. Students then take turns removing one card at a time to arrange them in a sequential order as found on the recipe.

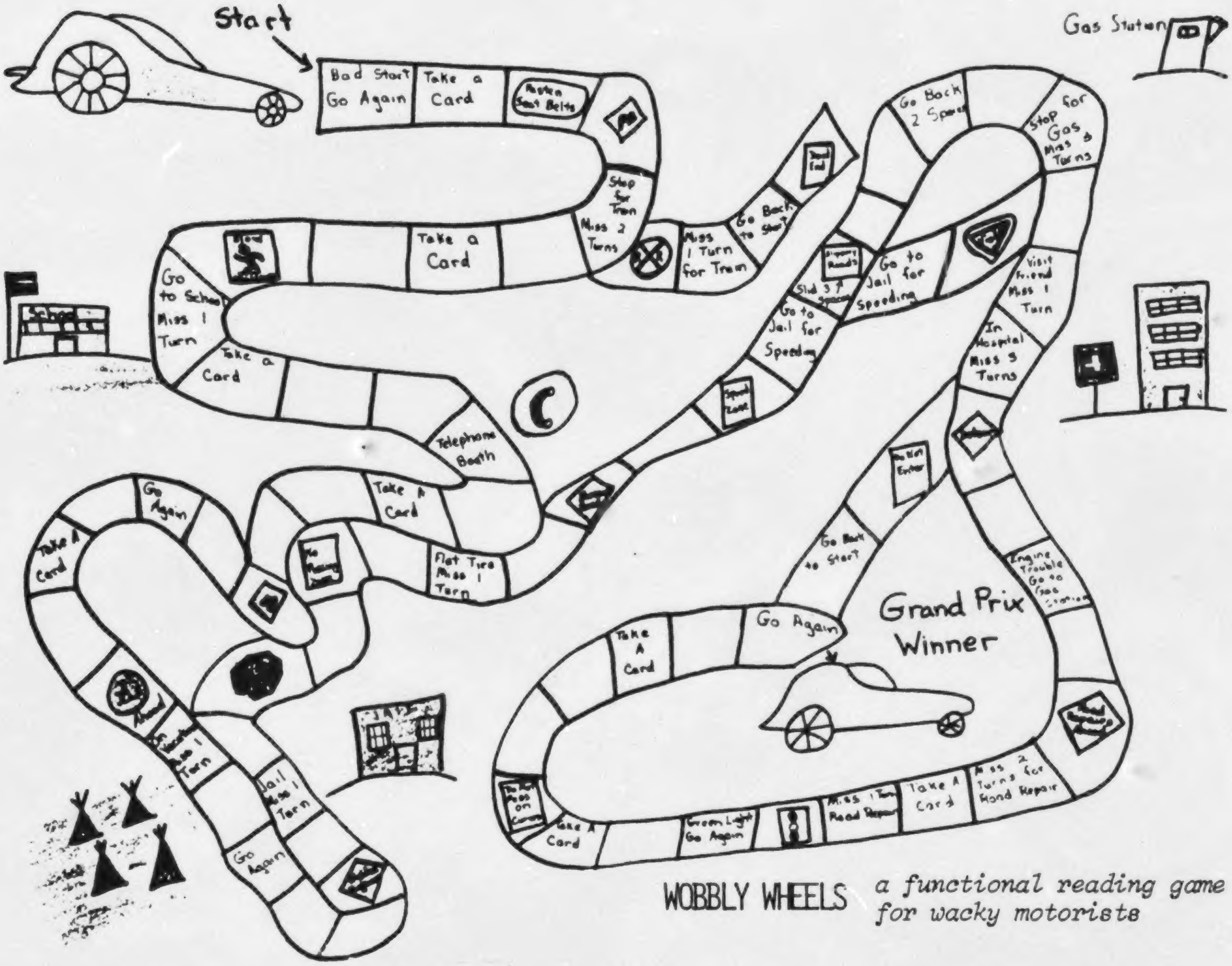
2. Relay "Fill-a-Form"
   a. Each team has a blank personal information form.
   b. The first student on the team runs to the dial and spins it. (Dial has title of each blank of personal information printed on it.) The student then reads where the spinner stops and then returns to the form to fill in that space with the information.
   c. The first team completing the form is the winner.

3. "Wobbly Wheels"

Here it is kids, the first really original game to come along since they invented Wacky Stickers! And this one's just about as wacky. But don't give up: you really should try it. First, you'll have to make some cards. To do this, cut up some old shirt cardboards (or anything else that your parents say you can cut) into sqaures or rectangles about the size of playing cards. On each one, write one of the instructions below. Leave the other side blank. Here are the instructions:

Go to camping
Move back 4 spaces
Go back to start
Speeding: go to jail, lose 3 turns
Call home: go to telephone
Move forward 5 spaces
Move forward 4 spaces
Go again
Move forward 2 spaces
Move forward 3 spaces
Move back 5 spaces
Accident: stay is hospital 3 turns
Bad report card: go back to school
Go again, 2 times

DIRECTIONS: Any number can play. Roll dice to see who starts. High number starts. Roll again, advance one square for each number on dice. Obey all traffic signs. If you land on a square marked Pick a Card, take the top card from the pile and follow its instruction. First player to find the end of the game is the winner.


Start
Bad Start Go Again
Take a Card
Fasten Seat Belts
Stop for Train Miss 2 Turns
Take a Card
Go to School Miss 1 Turn
Take a Card
Telephone Booth
Take A Card
Go Again
Take A Card
Flat Tire Miss 1 Turn
Miss 1 Turn for Train
Go Back to Start
Go to Jail for Speeding
Go to Jail for Speeding
Gas Station
Go Back 2 Spaces
Stop for Gas Miss 3 Turns
Visit Friend Miss 1 Turn
In Hospital Miss 3 Turns
Engine Trouble Go to Gas Station
Go Back to Start
Go Again
Take A Card
Grand Prix Winner
Miss 2 Turns for Road Repair
Take A Card
Miss 1 Turn Road Repair
Green Light Go Again
Take A Card
Jail Miss 1 Turn
Go Again

WOBBLY WHEELS *a functional reading game for wacky motorists*

4. "Scavenger Hunt" (to follow directions)
   a. Give student a dittoed list of directions, such as "What color is the door of the teachers' lounge?" "Go to the gym. On the left hand set of doors is a number. Copy it here."
   b. Students hunt the building to record answers.
   c. The first student to complete the sheet is the winner.

5. "Map Cut Apart" - Give the student a map that has been cut into puzzle pieces. He assembles the map to answer questions given on ditto.

6. "Musical Forms"
   a. Set up chairs as in musical chairs and place a blank personal information form on each chair.
   b. The students then move around to music. When the music stops, they fill in as many of the blanks on the form as they can before the music starts again (using own personal information).
   c. The winner is the student who completes a form first.

APPENDIX C:

CLASSIFIED VOCABULARY

AND

TERMS FROM PILOT SCHOOLS

## GENERAL

1. Adults only
2. Beware
3. Beware of dog
4. Caution
5. Closed
6. Comoustible
7. Contaminated
8. Depp water
9. Do not inhale fumes
10. Do not use near heat
11. Do not use near open flame
12. Dynamite
13. Explosives
14. Flammable
15. Found
16. Fragile
17. Gasoline
18. Gate
19. Handle With Care
20. Hands off
21. Help
22. High Voltage
23. Inflammable
24. Information
25. Keep Away
26. Keep Off (the grass)
27. Lost
28. Live Wires
29. No diving
30. No fires
31. No fishing
32. No hunting
33. No spitting
34. No Swimming
35. No Touching
36. No Trespassing
37. Open
38. Out
39. Out of Order
40. Poison
41. Poisonous
42. Posted
43. Private
44. Private Property
45. Safety First
46. Shallow Water
47. Shelter
48. Thin ice
49. This end up
50. This side up
51. Use in open air
52. Violators will be prosecuted
53. Wanted
54. Warning
55. Wet Paint
56. Danger

## BUILDING SIGNS

1. Bus station
2. Condemned
3. Dentist
4. Do not crowd
5. Do not push
6. Do not shove
7. Doctor
8. Down
9. Elevator
10. Escalator
11. Emergency Exit
12. Employees Only
13. Entrance
14. Exit
15. Exit Only
16. Fallout Shelter
17. Fire Escape
18. Fire Extinguisher
19. First Aid
20. Gentlemen
21. In
22. Information
23. Keep Closed At All Times
24. Keep Out
25. La
26. Men
27. Next (window gate)
28. No Admittance
29. No Checks Cashed
30. No Credit
31. No Dogs Allowed
32. No Loitering
33. No Minors
34. No Smoking
35. Nurse
36. Office
37. Lout
38. Police (station)
39. Post No Bills
40. Post Office
41. Private
42. Push
43. Pull
44. Smoking Prohibited
45. Blacktop
46. Step Down (Up)
47. Inside
48. Outside
49. Terms cash
50. Up
51. Use Other Door
52. Watch Your Step
53. Ask Attendant for Key
54. Danger

## ROAD SIGNS

1. All Cars (Trucks) Stop
2. Ask Attendant for Key
3. Beware of Cross Winds
4. Bridge Out
5. Bus Only
6. Caution
7. Construction Zone
8. Curb
9. Danger
10. Dangerous Curb
11. Dead End
12. Deer (Cattle) Crossing
13. Detour
14. Dim Lights
15. Dip
16. Do Not Block Walk (Driveway)
17. Do Not Enter
18. Drifting Sand
19. Drive Slow
20. Emergency Vehicles Only
21. End 45
22. End Construction
23. Entrance
24. Exit Only
25. Exit Speed 30
26. Falling Rocks
27. Flooded
28. Four Way Stop
29. Freeway
30. Garage
31. Gate
32. Go Slow
33. Hospital Zone
34. Inspection Station
35. Junction 101 A
36. Keep To the Left (Right)
27. Lane Ends
38. Last Chance For Gas
39. Left Lane Must Turn Left
40. Left Lane on this Signal Only
41. Left Turn Only
42. Left Turn O.K.
43. Loading Zone
44. Look
45. Look Out For the Cars (Trucks)
46. Listen
47. M.P.H.
48. Mechanic on Duty
49. Men Working
50. Merge Left (Right)
51. Merging Traffic
52. Military Reservation
53. Next
54. No Left Turn
55. No Parking
56. No Passing
57. No Right Turn
58. No Right Turn on Red Light
59. No Smoking Area
60. No Standing
61. No Turns
62. No Stopping
63. No "U" Turns
64. Not a Through Street
65. One Way - Do Not Enter
66. One Way Street
67. Pavement Ends
68. Playground
69. Procees At Your Own Risk
70. Private Road
71. Put On Chains
72. R.R.
73. Railroad Crossing
74. Rest Rooms
75. Resume Speed
76. Right Lane Must Turn Right
77. Right Turn Only
78. Road Closed
79. Road Ends
80. School Stop
81. School Zone
82. Slide Area
83. Slippery When Wet (Frosty)
84. Slow Down
85. Slower Traffic Keep Right
86. Speed Checked by Radar
87. Steep Grade
88. Stop
89. Stop Ahead
90. Stop for Pedestrians
91. Stop When Occupied
92. Stop Motor
93. This Lane May Turn Left
94. This Road Patrolled by Aircraft
95. Three Way Light
96. Turn Off 1/2 Mile (1/4 Mile)
97. Turn Off
98. Traffic Circle
99. Truck Route
100. Unloading Zone

## ROAD SIGNS

101. Use Low Gear
102. Watch For Flagman
103. Watch For Low Flying Aircraft
104. Winding Road
105. Yield
106. Yield Right of Way
107. Bus Stop
108. Don't Walk
109. Do Not Cross
110. Information
111. No Road Signs
112. Pedestrians
113. Porhibited
114. Post No Bills
115. Walk
116. Toll Ahead
117. Right Lane
118. Left Lane
119. Closed
120. Do Not Pass
121. Thru Traffic

## TEXTBOOKS, TESTS, AND ASSIGNMENTS

1. Directions
2. Instructions
3. Cut
4. Match
5. Paste
6. Draw
7. Color
8. Draw a line under (around) (through) (over)
9. Mark
10. Put a cross (mark) on
11. Write
12. Put in the correct sequence (order)
13. Number your paper
14. Write your name (date)
15. Choose the right word (answer) (meaning)
16. Cross out
17. Draw a circle (ring) around
18. Put a check (before) (after)
19. Fill in the blank (missing word)
20. Write a short answer
21. Copy these sentences (words) (phrases)
22. Underline
23. Make two columns
24. Draw a line between
25. Make a list
26. Circle the letters
27. Draw a vertical line
28. Classify
29. Write yes or no (true or false)
30. Write the word after its meaning
31. Write the word that means the same (almost the same)
32. Put in ABC (alphabetical order)
33. Write S if words mean the same; write O if they mean the opposite

GAMES AND KITS

1. Instructions
2. Directions
3. Each player
4. Spin
5. Left - right
6. Starter
7. In turn
8. Spaces
9. Move
10. Playing board
11. Partner
12. Token
13. Path
14. Lands
15. Follow
16. Forward
17. Backward
18. Cards
19. Stack
20. Pile
21. Draw (a card)
22. Penalty
23. Collect
24. Pairs
25. Spread
26. Storing
27. Mix
28. Rows
29. Picture side up (down)
30. Wins
31. Moves first
32. Highest number
33. Begins the game
34. Moves back
35. Jump (over)
36. Blocked
37. Match
38. Name (words)
39. Choose
40. Place
41. Pick
42. Shuffle
43. Deal
44. Dealer
45. Discard
46. Chips
47. Dice
48. Select
49. Bid
50. Purchase
51. Buy
52. Join
53. Glue
54. Diagram
55. Paint
56. Cement in place
57. Slide
58. Position
59. Pressing down
60. Pattern
61. Knot
62. Outline
63. Stitch key
64. Color key
65. Transfer
66. Guide
67. Base
68. Model
69. Trace
70. Trim
71. Embroidering
72. Braid
73. Yarn
74. Assemble
75. Mount
76. Insert
77. Push
78. Repeat
79. First - then next

## FIRST AID

1. Ammonia
2. Wood turpentine
3. Kerosene
4. Insectiside
5. Rat poison
6. Lye
7. Drano
8. Iodine
9. Mercurochrome
10. Antiseptic
11. Antidote
12. Caution
13. Do not inhale fumes
14. First Aid
15. Nurse
16. Combustible
17. Contaminated
18. Do not use near heat (open flame)
19. Doctor
20. Bandaid
21. Adhesive
22. Bandage
23. Gauze
24. Dilute
25. Tourniquet
26. Milk of Magnesia
27. Scissors
28. Tweezers
29. Cotton
30. Sterile
31. Alcohol
32. Heating pad
33. Ice bag
34. Hot water bottle
35. Solutions
36. Sling
37. Physician
38. Hospital
39. Thermometer
40. Aspirin

TELEPHONE

1. Directions
2. Instructions
3. Operator
4. Dial
5. Emergency
6. Fire Department
7. Area Code
8. Police
9. Ambulance
10. Doctor
11. Physician
12. Director Assistance
13. Business Office
14. Repair Service
15. Telegrams
16. Collect calls
17. Direct Distance Dialing (DD
18. Long distance
19. Person to Person
20. Station to station
21. Rate
22. Toll call
23. Customer
24. Credit Card
25. Emergency
26. Call Guide
27. White pages
28. Yellow pages

## COOKING

1. Instructions
2. Directions
3. Do not refreeze
4. Recipe
5. Formula
6. Ingredients
7. Mix
8. Drain
9. Juice
10. Stir
11. Squeeze
12. Pour
13. Pare
14. Grease
15. Sprinkle
16. Sift
17. Mold
18. Oil
19. Scald
20. Heat
21. Chicken
22. Set
23. Heat
24. Fill
25. Garnish
26. Cake
27. Congealed
28. Serve
29. Ounce
30. Melt
31. Cook
32. Pounds
33. Degrees
34. Oven
35. Broiler
36. Spread
37. Tablespoon (T.)
38. Teaspoon (tsp.)
39. Measuring cup (C.)
40. Mixing bowl
41. Measuring spoons
42. Pot holder
43. Egg beater
44. Flour sifter
45. Waxed paper
46. Pans (cake, tube, bundt, frying, muffin, baking, loaf)
47. Waffle iron
48. Casserole
49. Electric frypan
50. Grate
51. Low - med. - high (heat)
52. Peel
53. Broil
54. Whip
55. Fry
56. Boil
57. Speed (mixer)
58. Saute'
59. Chop
60. Measure
61. Knife
62. Freeze
63. Degree°
64. Roll
65. Sugar
66. Flour
67. Season
68. Package
69. Eggs
70. Baking powder
71. Baking soda
72. Add
73. Salt
74. Pepper
75. Flavoring
76. Vanilla
77. Milk
78. Margarine
79. Shortening
80. Mixture
81. Dissolve
82. Chill
83. Empty
84. Saucepan
85. Contents
86. Teakettle
87. Altitude
88. Thermometer
89. Sauce
90. Meringue
91. Blend
92. Blender
93. Ounce (oz.)
94. Pound (lb.)

## BASIC UTILITY AND HOUSEHOLD APPLIANCES

1. Instructions
2. Directions
3. Attachments
4. Patented
5. Manual control
6. Automatic control
7. Turn
8. Selector
9. Dial
10. Timer (set)
11. Knovs
12. High - low- normal
13. Wash
14. Spin
15. Rinse
16. Soak
17. Hot
18. Warm
19. Permanent press
20. Light
21. Press button
22. Lint screen
23. Close door
24. Remove
25. Caution
26. Spray
27. Switch
28. Plug
29. Cord
30. Fuses
31. Circuit breakers
32. Automatic
33. Motor
34. Normal load
35. Small load
36. Temperature
37. Defrost
38. Frost free
39. Quick chill
40. Meat keeper
41. Sani-temp
42. Vegetable drawer
43. Crisper
44. Surface
45. Oven
46. Left front (rear)
47. Right front (rear)
48. Low - medium - full
49. Not heat
50. Timed
51. Delicate
52. Thermostat
53. Locked
54. Water level
55. Higher
56. Immerse
57. Heating element
58. Vent
59. Duct
60. Filter
61. Fabrics
62. Warranty
63. Guarantee
64. Appliance
65. Buzzer
66. Refill
67. Avoid
68. Lever
69. Higher setting
70. Outlet
71. Dust bag
72. Empty
73. Disconnect
74. Socket
75. Position
76. Racks
77. Illustrations
78. Cycle
79. Manufacturer
80. Product
81. Furance
82. Fuel oil
83. Mower
84. Gasoline
85. Blade
86. Bracket
87. Sani-cycle
88. Rinse - hold
89. Light soil
90. Power wash
91. Cancel drain
92. Light load
93. Dry
94.

MAPS

1. First - tenth
2. Street
3. Road
4. By Pass
5. Section
6. Shopping Center
7. Park
8. Jr. High School
9. Recreation
10. Forecast
11. Cold
12. Warm
13. Hot
14. High
15. Low
16. Temperatures
17. Stationary Front
18. Rain
19. Showers
20. Snow
21. Flurries
22. Milder
23. Daytime
24. Expected
25. East
26. West
27. North
28. South
29. Northeast
30. Southeast
31. Northwest
32. Southwest

# MASS TRANSPORTATION

1. Bus Station
2. Bus stop
3. Do not stand up
4. No Dogs Allowed
5. No Smoking
6. No Spitting
7. Smoking Prohibited
8. Step Down (Up)
9. Taxi Stand
10. Watch Your Step
11. Temporary Service
12. Via
13. SS - Station Stop
14. f - Flat Stop
15. ET - Eastern Time
16. CT - Central Time
17. MT - Mountain Time
18. PT - Pacific Time
19. Terminal
20. Thru Bus
21. Express
22. Reservations
23. Discharge
24. Leave
25. Arrive
26. Flights
27. Airport
28. Air Freight
29. Stops Frequently
30. Timetable
31. Fare
32. Daily
33. Ramp
34. Inspection
35. Local

## MEDICINE

1. Not for external use
2. Not for internal use
3. External Use Only
4. Antidote
5. Poison
6. Poisonous
7. Keep out of reach of children
8. Adult dosage
9. Nostril
10. Drops
11. Teaspoon
12. Tablespoon
13. Don't use in, near, around eyes or face
14. Laxative

## FOOD LABELS

1. Use Before (date)
2. Do not refreeze
3. Thawed for convenience
4. Shake well before using
5. No need to refrigerate
6. Refrigerate
7. Keep refrigerated
8. Screw lid on tightly
9. Replace cap
10. Do not freeze
11. Do not incinerate

## METRIC SYMBOLS

| | | | | | |
|---|---|---|---|---|---|
| Kilometer | km | Kiloliter | kl | Metric ton | t |
| Hectometer | hm | Liter (litre) | l | Kilogram | kg |
| Dekameter | dam | Milliliter | ml | Gram | g |
| Meter (metre) | m | | | Milligram | mg |
| Decimeter | dm | | | Microgram | ug |
| Centimeter | cm | | | | |
| Millimeter | mm | | | | |
| Degree Celsius | °C | | | | |
| Second | s | | | | |

| | | | |
|---|---|---|---|
| Square meter | $m^2$ | Cubic meter | $m^3$ |
| Square centimeter | $cm^2$ | Cubic centimeter | $cm^3$ |
| Square decimeter | $dm^2$ | Cubic decimeter | $dm^3$ |

Systeme International d'Unites (SI)

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All small case letters except C for Celsius and SI

No s added to make plural

No period because they are symbols not abbreviations

# APPENDIX D:

# CORLETT WILSON'S

# 225 ESSENTIAL VOCABULARY

# CORLETT WILSON'S 225 ESSENTIAL VOCABULARY

ADULTS ONLY
ANTIDOTE
BEWARE
BEWARE OF THE DOG
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONTAMINATED
CONDEMNED

DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROSS
DO NOT ENTER
DO NOT PUSH
DO NOT INHALE FUMES
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DOCTOR (DR.)
DOWN
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALLOUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT

LADIES
LOST
LIVE WIRES

MEN

NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR EXTERNAL USE
NOXIOUS
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)

TAXI STAND
CASH TERMS
THIN ICE
THIS END UP
THIS SIDE UP

USE UP BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR

VIOLATORS WILL BE
PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY
CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURB
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE

EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW
HOSPITAL ZONE

INSPECTION STATION
JUNCTION 101 A

KEEP THE THE LEFT (RIGHT)

LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT LANE ON THIS SIGNAL ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR THE CARS
(TRUCKS)
LISTEN

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN
NO RIGHT TURN ON RED LIGHT

NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH STREET

ONE WAY - DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R.R.
RAILROAD CROSSING
REST ROOMS
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET (FROST)
SLOW DOWN
SLOW

SPEED CHECKED BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY
AIRCRAFT
THREE WAY LIGHT
TURN OFF 1/2 MILE (1/4)
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WATCH FOR LOW FLYING
AIRCRAFT
WINDING ROAD

YIELD
YIELD RIGHT OF WAY